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ABSTRACT

This document is the United States Office of Education response to a questionnaire prepared by UNESCO soliciting information on the conditions of physical education and sports in the United States for presentation in a conference working paper for the First International Conference for Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth (April 5-10, 1976). The questionnaire is divided into two sections: (1) "Current Conditions in Physical Education and Sport," concerned with programs offered at the present time; and (2) "Alternatives and Perspectives for Physical Education and Sports, 1976-1980," describing alternatives recently adopted or under consideration. Section one examines current conditions in the United States under the headings of "Physical Education," "Sports in the Schools," and "Sports Out-of-School," detailing the aims and objectives, structure, curriculum, methods, personnel, professional preparation, facilities, research, and evaluation current for each of the headings. Section two of the questionnaire response analyzes alternative policies, legislation, and practice adopted recently or considered for adoption in the near future for national programs and programs for international cooperation. Seventeen appendixes are attached and include the UNESCO questionnaire, statements, and guidelines for physical education philosophy, state regulation summaries, programs of physical education for the handicapped, national norm reports, informal statements on various state programs, and a file classification list of backup materials for the report. (MB)

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ED135733

CURRENT CONDITIONS AND PERSPECTIVES IN PHYSICAL EDUCATION AND SPORT IN THE UNITED STATES OF AMERICA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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a Report to the United Nations
Educational, Scientific and Cultural Organization
by the
United States Office of Education
T. H. Bell, Commissioner
for the

First International Conference of Ministers
and Senior Officials Responsible for Physical
Education and Sport in the Education of Youth

to be held at

UNESCO House, Paris on 5-10 April 1976

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UNESCO INFORMATION

CL/2458
ANNEX

Excerpts from Explanatory Statement[1]

From 5-10 April 1976, the UNESCO Secretariat will hold the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.

The purpose of the conference will be to examine strategies which will guarantee physical education and sport their proper place in the school curriculum in order that they may effectively play their role in the preparation of youth in the perspective of lifelong education. Particular emphasis will be placed on the educational values of physical education and sport in relation to the harmonious development of the total individual.

The Secretariat proposes to place before the conference a Conference Working Paper. For the preparation of this document, the Secretariat considers it of the utmost importance that it be adequately informed about the current conditions of physical education and sports of the participating countries. It also desires to be informed of new emphases and orientation for physical education and sport in light of the concept of global, life-long education and such steps governments consider taking to that effect.

The attached questionnaire has been constructed to collect this information. Its pattern follows the structure of the agenda of the conference. The questions posed have intentionally been worded in broad terms in order that they may apply to the majority of situations and conditions in physical education and sport for school age youth. The construction of the questions has been designed to make them open-ended and as non-directive as possible.

The Secretariat would also appreciate receiving relevant documents such as texts or abstracts of national legislation, policy statements, regulations, ordinances, administrative guidelines or instructions, syllabuses, curriculum guides, course outlines, etc.

1/ UNESCO ANNEX-CL/2458 Questionnaire; Appendix A

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E. Shaw, John, Current Conditions in Physical Education and Sport - Colleges and Universities

F. Hillman, William H., Federal Programs for Physical Education and Recreation for the Handicapped

G. Stein, Jullian U., Physical Education, Recreation and Sports for the Handicapped

H. Frost, Reuben B., Professional Preparation of Physical Education Teachers

I. Clarke, H. Harrison, Research in Physical Education and Sport in the United States of America

J. Project Health and Optimum Physical Education, Ocilla, Georgia, U.S. Office of Education, National Diffusion Network

K. Project Active - All Children Totally Involved in Vigorous Exercise, Oakhurst, New Jersey, U.S. Office of Education, National Diffusion Network

L. AAHPER Youth Fitness Test - National Norms, 1975, and Comparisons, 1958, 1964-65, 1975

M. President's Council on Physical Fitness and Sports, National Adult Fitness Survey

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P. President's Council on Physical Fitness and Sports, Memorandum - Progress Report of the PCPFS, 12/31/75

Q. Project Adventure - Hamilton, Massachusetts, U.S. Office of Education, National Diffusion Network

R. United States of America File

List of sources of materials included in the file.

DOCUMENTATION

Footnotes, Appendix, File, Source Document

Footnotes

These carry an Arabic numeral in the body of the material and a matching numeral at the bottom of the page. Footnotes in many cases are cross referenced to an Appendix or the United States of America File.

Appendix

These materials labeled with capital letters, as Appendix A, follow the body of the report in alphabetical order.

United States of America File

This material labeled with Arabic numerals, as File #1, is in a file of materials provided to UNESCO under the name, United States of America File.

Source Documents

A source document is one or more pages of material reproduced from other sources and included in the body of the report immediately following the page on which reference to it is made. Source Documents are labeled in consecutive order with Roman numerals, as Source Document I.

UNITED STATES OF AMERICA

PART I - CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT

A. PHYSICAL EDUCATION

Introduction

Physical Education in the United States of America is considered to be a regular and essential part of the total education of boys and girls, young men and young women, of the nation. Organized, sequential instruction in physical education is included as a normal part of the elementary and secondary school curriculum and of the college and university experience. Teachers of physical education are accredited and compensated on the same basis as teachers of other subjects. Physical education facilities, equipment and supplies are provided in most public and private schools and colleges as necessities for a complete educational program.

Sport participation within the school and college and between institutions is considered to have educational content and is a recognized component of schooling. Certified teachers serve as coaches in programs sponsored by local boards of education. College and university coaches are usually bona-fide members of the faculty.

In a description of physical education in the United States of America, it must be emphasized that conditions affecting the program need to be considered within the context of education in general. For a basic understanding of education in the United States, of which physical education is a part, reference is made to Progress of Education in the United States of America, 1972-73, 1973-74, Report for the Thirty-fifth International Conference on Education, sponsored by the United Nations Educational, Scientific, and Cultural Organization, International Bureau of Education.[1]

A paramount consideration is the fact of State and local autonomy in education. The curricula and the management of elementary and secondary education are the responsibility of State governments rather than of any Federal agency. Colleges and universities are administered by public agencies or by independent boards of trustees.

1/ U.S. Department of Health, Education, and Welfare, Office of Education. Progress in Education in the United States of America, 1972-73, 1973-74. DHEW Publication No. (OE) 76-19104, various languages. Washington, D.C. 20402: U.S. Government Printing Office. 1975 pp. 75; United States of America File #1

State or locally-administered institutions must function in some ways which are common to all within the particular public system. The functions and relationships of the three levels of government, Federal, State and local are described in Section 2 which follows.

It must be apparent, then, that a report on physical education in the United States may deal with modes, trends, or general conditions but cannot provide a specific description that applies to all schools and colleges. Throughout this report references will be made to conditions in specific States, localities, or institutions as illustrations. The references will show the variety in programs and the differing conditions in administration among States and local jurisdictions. They will also give supportive evidence of State and local autonomy.

1. Aims and Objectives

General

In the United States of America, there is an emphasis upon independence and reliability. Individuals and groups assume responsibilities for direction rather than to have directives from a central government or bureau.

There are 212,000,000 people living in the States and outlying areas which cover an extensive part of the globe. They originated in all countries of the world and represent mixed and unmixed races and many faiths. They live on land that lies below sea level and on elevations that rise to over 20,000 feet. They live in all of the extremes of climate from tropical to arctic.

In keeping with the ethnic and environmental diversity, there is great variety in habits of health, kinds of physical activities and sports, and schooling methods and objectives. As a result, there is a multiplicity of types of activity included in the physical education and sports programs for school and out of school participation.

There is no national mandated program of activity nor statement of requirements for schools or for professionals. School districts, State agencies, and professional organizations set their own standards for program, service, qualification, and recognition. The breadth of interests, the many contributors, and the challenge to seek excellence give impetus to professional and program development.

The parents, the physical educators, the educational administrators and the students themselves express a confidence in and a support for programs in physical education and sport which are conducted by professional educators and qualified coaches. This is, in part, an expression of the American interest in competition.

The following statements, designed for different levels of education, show many points in common and may be considered to represent typical attitudes, concepts, and expressions of aims and objectives. These statements encourage the type of teaching which aids in the realization of the aims and objectives for physical education and sport as usually conceived in the United States:

Grades 1-12 - Statement by Administrators

The Society of State Directors of Health, Physical Education, and Recreation states:

> Physical education constitutes an essential part of the total education program with significant contributions to make toward achieving desirable educational outcomes. It is education through, as well as of, the physical. The physical education program:
>
> --promotes the physical growth and development of children and youth while contributing to their general health and well being.
>
> --is the singular area of the school curriculum which makes a major contribution to the personal physical fitness of each student, including cardio-respiratory fitness, endurance, flexibility, agility, balance, muscular strength, speed, power, and coordination.
>
> --teaches efficient, graceful, useful movement skills at all developmental levels.
>
> --is a planned sequence of experiences in a variety of activities beginning with basic movement and skills and progressing toward complex movement and skills.
>
> --offers many opportunities to help individual students develop a wholesome self concept and an acceptable perception of others.
>
> --is education for the constructive use of time, including leisure hours, in keeping fit and in enjoying physical forms of recreation both during the school years and throughout adult life.

> --helps students to understand and appreciate expressive, creative-aesthetic movement from the standpoint of both the participant and the observer.
>
> --makes important contributions to the emotional, social, mental, moral and ethical development and adjustment of students.[1]

Grades 8-12 - Statement by Teachers

The physical educators in most States plan a curriculum in cooperation with the State director, or with the supervisor in the city or county or school district. Typical of such planning is this statement by public school teachers in the State of Utah.

> Physical Education Goals and Objectives for Secondary School Youth:
>
> **--To make an optimum contribution through regular physical activity to the organic vigor, biological efficiency, and physical fitness of each student.**
>
> **--Through selected physical activities to develop neuromuscular coordination, including motor skills, rhythmical response, and spontaneous, creative activity.**
>
> **--To prepare youths to be skillful and knowledgeable participants in a variety of sports, rhythms, games and recreational activities now--as well as in their future adult life.**
>
> **--Through sports, games and rhythms, to involve youths in social situations where leadership, cooperation, fair play, self control, sportsmanship, acceptance of rules, and the acceptance of officials are developed to contribute in a major way toward the perpetuation of the democratic way of life including respect for individuals and their inherent strengths and weaknesses.**

---

[1] The School Programs in Health, Physical Education, and Recreation: A Statement of Basic Beliefs, The Society of State Directors of Health, Physical Education and Recreation, Simon A. McNeely, Secretary-Treasurer, 9805 Hillridge Drive, Kensington, Maryland 20795, pp. 6; Appendix B; United States of America File #2

--To help each student acquire the concept that man was created as a biological organism with joints, muscles, tendons, ligaments, etc., needing regular physical activity, and that regular physical activity enhances overall health of the normal person; whereas the limited inactive, sedentary, spectator life decreases overall health and physiological efficiency.

--To help each student to acquire the concept and to experience and appreciate that participation in vigorous physical activity offers release of tension and restorative and recreative values to the individual.

Students will by personal choice and decision participate regularly in vigorous physical activities with an awareness of the values and benefits it offers them.

--Students understand the medical and scientific role that regular vigorous exercise plays in maintenance of weight, reduction of heart disease risks, and general health.[1]

Colleges and Universities - Statement by Professional Educators

Public and private colleges and universities have varying types of programs and degrees of commitment to a program of physical education and sport. Where a good or full program is presented there is often a strong statement of support by the administration and the department for the program and a clear delineation of aims and objectives. Professional educators of the American Alliance for Health, Physical Education, and Recreation state objectives for the program for colleges and universities as follows (paraphrased):

--to know

how man moves
why he moves
the physiological, sociological, psychological consequences of movement
skills and motor patterns of movement

1/ Secondary School Physical Education in Utah, Utah State Board of Education, 250 East Fifth South Street, Salt Lake City, Utah 84111, pps. 3-4; United States of America File #3g

--to learn

to perform efficiently the motor skills for everyday living and recreation
to maintain sound physiological functions
to increase awareness of physical self
to enhance aesthetic appreciation through expressive and creative activities

--to provide situations

for cooperation and competition
for successful experiences
for developing enjoyable and satisfying awareness
for developing a desire and habit for activity[1]

2. Structure, Organization, Administration

a. General Education

The following information applies to education in general in the United States. Physical education and sport are normal parts of the general framework and, thus, the descriptions are applicable to those programs also.

Background

A decentralized system of education exists in the United States of America. A description is given in Progress of Education in the United States of America, 1972-73, 1973-74 from which excerpts are presented below.[2]

Authority

The 10th amendment of the Constitution provides that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Since responsibility for education is not mentioned in the Constitution, it is legally considered delegated to the States. Thus, each State has the right and responsibility to organize and operate its educational system as it deems appropriate--subject to constitutional guarantees of the rights and privileges of U.S. citizens.

1/ Guide to Excellence for Physical Education in Colleges & Universities, AAHPER, 1201 Sixteenth Street, NW., Washington, D.C. 20036, pp. 7; United States of America File #4

2/ U.S. Department of Health, Education, and Welfare, Office of Education Op. cit.

Federal Responsibility

The general responsibilities of the Federal government are to provide encouragement, selective financial support, and leadership as appropriate within constitutional constraints. Its specific responsibilities consist of activities considered to be especially in the national interest. The Congress of the United States has constitutional powers to allocate funds for education, but it has no direct control over it.

Within the U.S. Department of Health, Education, and Welfare (HEW), an Education Division includes the Office of Education (OE) and the National Institute of Education (NIE). The head of the Education Division has the title of Assistant Secretary for Education and coordinates the activities of OE and NIE.

The Office of Education is the primary agency of the Federal government responsible for administering legislated programs of service and assistance to educational agencies, institutions, and organizations with particular reference to broad national concerns.

The National Institute of Education was created to provide Federal government "leadership in the conduct and support of scientific inquiry in the educational process."

Other Federal agencies also provide educational services and certain types of financial aid.

State Responsibility and Control

The term "State" includes the 50 States of the Union, the District of Columbia, and the outlying areas - Puerto Rico, Virgin Islands, Guam, Samoa and the Trust Territories of the Pacific. Since each State is responsible for its own educational system, their practices and policies differ. Each State's department of education, under policies set by the State's board of education and chief State school officer, administers its educational enterprise. The State legislature is responsible for enacting laws pertaining to education for both public and nonpublic schools in the State, but the State department of education and local school districts are responsible for operating the school system.

The State board of education determines State educational policies in compliance with State laws. In some instances, board members are elected by the people; in others, they are appointed by the State Governors and serve for terms ranging from 2 to 60 years. They are empowered to formulate policies relating to such educational affairs as allocation of school funds, certification of teachers, textbooks and library services, provision for records and educational statistics, and overall coordination of the State school system. The board's responsibility may include not only elementary and secondary schools but State institutions for teacher education and special schools for the handicapped.

The key education official and chief executive officer of the State board of education is the chief State school officer. The title given to this official most frequently is superintendent of public instruction, or State commissioner of education. He may be elected by the people or appointed by the Governor of the State or by the State board of education; he serves from 1 to 6 years, his term of office is usually determined by the board. He is responsible for administering the State school system and implementing policies adopted by the board. As the key official of the board, he gives leadership to the staff of the State department of education, which is composed of supervisory, professional, and administrative personnel appointed by him or by the board. The State professional personnel of elementary, secondary, and specialized fields of education work with local school officials to provide directive, consultative, and other services.

Local Responsibility and Control

Each State (except Hawaii) has provided for the establishment of local administrative districts, and vested them with extensive authority and responsibility for establishing and regulating the schools in their districts. Each local school district has a board of education, usually made up of five to seven members who have been appointed by higher officials or elected by citizens of the school district. Within the limits of State policy, the board operates the local school system through the school superintendent and his staff.

Together, the board and the superintendent are responsible for preparing the school budget. They are responsible for hiring teachers and other school personnel, providing and maintaining school buildings, purchasing school equipment and supplies, and, in most cases, providing transportation facilities for pupils who live beyond a reasonable walking distance from school. Their duties also include enacting rules and regulations consistent with State law and regulations of the State department of education governing operation of the schools. Thus, the limitations on the actions of school boards are those established by the State legislature and by the State education agencies, which have in most cases, prescribed minimum standards for all local school districts.

School systems vary in size from small ones in rural areas, with a single one-room elementary school, to those in metropolitan areas with hundreds of schools of various kinds and thousands of teachers. In some States an intermediate school district has sometimes been established between the State department and the local school districts, not to administer schools, but to provide services to local school systems that would not otherwise be available--consultative, advisory, and statistical services, and regulatory functions. Some also provide operation of special classes, supervision of instruction, health supervision, attendance services, and pupil transportation.

Ability to provide improved educational facilities and opportunities more economically in larger school districts than in smaller ones, has caused a trend toward reorganization and consolidation of school districts. In 1972-73, the United States had an estimated 17,036 school districts, varying among the States from 1 in Hawaii to 1,350 in Nebraska (a reduction of 48.1 percent in the past 10 years). In 1975, the number was close to 16,500.

One unique characteristic of U.S. education is the degree to which schools are operated by local school authorities. The broad authority given local boards of education allows public educational programs to be responsive to the will of the people and the needs of the community. The teacher shares in this authority, enjoying some measure of independence in selecting methods and materials under guidelines established by the State department of education.

The Postsecondary Level

The decentralized character of the educational system is even greater at the postsecondary education level, partly because private higher education institutions in the United States predated State departments of education and the development of public higher education.

U.S. postsecondary education institutions offer diverse programs, and vary in size and pattern of organization. Some are operated by units of local and State government, but more than half are privately controlled. They have achieved some degree of uniformity in standards and practices by affiliating with regional and national professional associations, and by cooperating with independent accrediting agencies and voluntarily accepting their evaluation.

Most colleges and universities, whether under private or public auspices, are administered by a governing body or board, usually known as a board of trustees, governors, or regents. Members of the board may be appointed or elected for a specified period of time or for life, usually the former. An institution charter, issued by the State, prescribes procedures for naming members of the boards of trustees. Board members of a publicly controlled institution usually are elected by the citizens of the State or appointed by the Governor. Board members of a private institution may be appointed by the boards of trustees and in some colleges and universities, the alumni may have a role in their selection. New organizational patterns are emerging that give students and faculty a share through direct involvement in the decision making process that governs the operation of colleges and universities. Sometimes they are members of the board.

The board of trustees makes decisions regarding policies, management, and personnel, but the president or chancellor of the university, with the administrative staff, is the executive responsible for operating the institution. The board also selects the president. He is assisted by department or division chairmen and by faculty groups, which work as committees on the many problems and issues that arise.

The Basic Framework

Education in the United States comprises three levels--elementary, secondary, and postsecondary education. Part of the program in most States includes kindergartens, vocational education, adult education and schools or classes for the gifted, the mentally retarded, the blind, the partially seeing, the deaf, the hard of hearing, and crippled children. The organization and curriculum of private schools and universities are similar to those of the free public schools. Through transfer of students and other contacts, there are many cooperative relationships between public and private schools.

Elementary schools provide education for at least 6 years, and some schools for 8 years. The minimum entrance age is 6. Secondary schools provide education for at least 4 years and in some cases, 6 years. The usual entrance age is 12 or 14. While compulsory attendance laws vary slightly from one State to another, the laws usually require that children between the ages of 7 and 16 attend school. Completion of 12 grades of schooling is usually required before entering postsecondary education. Postsecondary education includes all programs pursued after graduation from high school, including programs of less than 4 years in professional, technical, and community colleges, 4-year undergraduate programs and graduate studies.

The school year for public elementary and secondary schools usually begins in September and ends in June; the fiscal year usually starts in July. Increasingly, school districts across the country strive to make educational opportunities available to children in a variety of settings and throughout the year, including the summer months.

The elementary school is usually composed of the kindergarten and an additional six or eight grades. In some communities, nursery schools for 3- or 4-year olds may be provided for a period of 1 or 2 years before the children enter kindergarten. The kindergarten enrolls 4- and 5-year old children for 1 or 2 years, before they enter the first grade. In some school districts, the two beginning units overlap. Approximately 84.1 percent of the 5-year olds in the population were enrolled in kindergarten in 1973.

The 8-4 plan is used in may schools, students pursue grade 1 through 8 in an elementary school, and grades 9 through 12 in a secondary school. The 6-3-3 plan provides for intermediate (junior) and senior high school of 3 grades each. The 6-6 plan (six grades in elementary and six grades in a combined junior-senior secondary school) is also used, but is not as common as the 8-4 or 6-3-3 plans.

Levels of Instruction

The levels of instruction are illustrated in Source Document I. The number of schools at the different levels is shown in Source Document II.

Financial Support

The financial support for education by States is presented in Source Document III.

b. The Organization and Administration of Physical Education

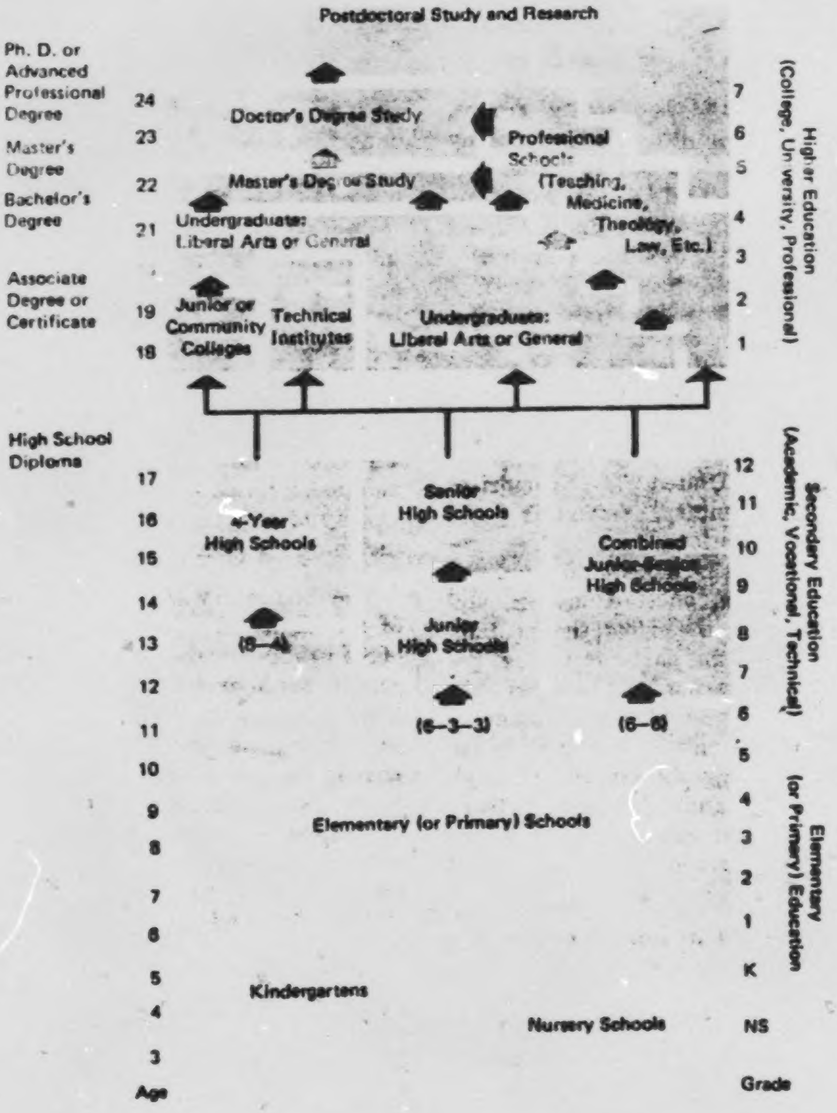
Within the above described setting, physical education is organized and administered as a regular part of education at all three levels--elementary, secondary and postsecondary. The field has grown in importance during the past 50 years although in some places, its full potential as an educational medium has not been realized. The following sections of Part I, A, attempt to describe how physical education programs are implemented in various localities and in differing ways.

School Requirements and Enrollments in Physical Education

Physical education, as part of the educational experience for children in grades 1 through 12, is required by law or regulation in 46 States and in all of the outlying areas. In two of the four States not having a specific law or regulation, physical education is required for State accreditation of individual schools. The two other States recommend that physical education be included in the school curriculum. Requirements by States are summarized in Source Document IV.

The data on State requirements and secondary school enrollments are indicative of a basic concern to provide physical education experiences for school-age children which has existed for more than 50 years; however, the data presented may give a false impression of the quantity of participation and no indication of the quality of the programs. State requirements are generally minimal and do not provide sufficient time for a thorough program of physical education. Although a large number of secondary school students are enrolled in physical education, the data do not show the frequency, length, intensity, or nature of the physical education participation. Information is inadequate and is needed for a national appraisal, although some useful information is contained in the statement on evaluation (section I, A, 9 of this report).

Figure 1.—The structure of education in the United States


Postdoctoral Study and Research
Ph. D. or Advanced Professional Degree
Master's Degree
Bachelor's Degree
Associate Degree or Certificate
High School Diploma
Doctor's Degree Study
Master's Degree Study
Professional Schools (Teaching, Medicine, Theology, Law, Etc.)
Undergraduate: Liberal Arts or General
Junior or Community Colleges
Technical Institutes
Undergraduate: Liberal Arts or General
4-Year High Schools
(8–4)
Senior High Schools
Junior High Schools
(6–3–3)
Combined Junior-Senior High Schools
(6–6)
Elementary (or Primary) Schools
Kindergartens
Nursery Schools
24
23
22
21
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
Age
7
6
5
4
3
2
1
Higher Education (College, University, Professional)
12
11
10
9
8
7
6
5
4
3
2
1
K
NS
Grade
Secondary Education (Academic, Vocational, Technical)
Elementary (or Primary) Education

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Educational Statistics, 1974.*

Table 7.—Selected statistics for public elementary and secondary schools: United States, fall 1968 and fall 1973

Item	Fall 1968	Fall 1973	Percentage change, 1968 to 1973
1	2	3	4
Local school districts			
Total	20,440	16,698	−18.3
Operating	19,339	16,338	−15.5
Nonoperating	1,101	360	−67.3
Number of schools [1]			
Total	94,197	88,864	−5.7
Elementary only	67,186	62,942	−6.3
Secondary only	23,318	23,919	2.6
Combined elementary and secondary	3,693	2,003	−45.8
Enrollment			
Total	44,943,904	45,408,805	1.0
Elementary	27,362,858	26,414,389	−3.5
Secondary	17,581,046	18,994,416	8.0
Percent of total membership in elementary schools	60.9	58.2	....
Percent of total membership in secondary schools	39.1	41.8	....
Classroom teachers			
Total, full-time and part-time	1,936,331	2,125,094	9.7
Elementary schools	1,075,927	[2] 1,134,056	[2] 5.4
Secondary schools	860,404	[2] 991,038	[2] 15.2
Percent of total teachers in elementary schools	55.6	[2] 53.4	....
Percent of total teachers in secondary schools	44.4	[2] 46.6	....
Pupil-teacher ratio			
All schools	23.2	21.4	....
Elementary schools	25.4	[2] 23.3	....
Secondary schools	20.4	[2] 19.2	....
Public high school graduates [1]			
Total graduates of regular day school programs	2,394,535	2,730,000	14.0
Boys	1,193,425	1,353,000	13.4
Girls	1,201,110	1,377,000	14.6
Other programs	42,746	34,973	−18.2
High school equivalency certificates	96,509	190,713	97.6

[1] Data for previous school year.

[2] Estimated.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems 1967-68* and *Statistics of Public Elementary and Secondary Day Schools, Fall 1971* and *Fall 1973*.

USA Source Document III

Revenues and Expenditures for Public Elementary & Secondary Education, 1972-73, National Center for Educational Statistics, U.S. Department of H.E.W., 1975

Table 7.--Current expenditures at the local level and expenditures per pupil for public elementary and secondary education, by revenue source and by State or other area: Aggregate United States, 1972-73

State or other area	Total current expenditures		Revenue from Federal sources			Revenue from State and local sources		
	Thousands of dollars	Dollars per pupil	Thousands of dollars	Dollars per pupil	Percent of total	Thousands of dollars	Dollars per pupil	Percent of total
1	2	3	4	5	6	7	8	9
50 States and D.C.	$44,911,853	$1,065	$3,965,954	$ 94	8.8	$40,945,899	971	91.2
Alabama	521,575	708	97,467	132	18.7	424,108	576	81.3
Alaska	135,233	1,733	32,533	417	24.1	102,700	1,316	75.9
Arizona	397,382	900	38,041	86	9.6	359,341	814	90.4
Arkansas	288,867	703	49,446	120	17.1	239,421	583	82.9
California	4,729,446	1,042	456,423	101	9.7	4,273,023	941	90.3
Colorado	521,088	976	40,054	75	7.7	481,034	901	92.3
Connecticut	760,784	1,227	47,700	77	6.3	713,084	1,150	93.7
Delaware	152,721	1,238	12,145	98	8.0	140,576	1,140	92.0
District of Columbia	178,018	1,519	1/ 72,069	615	40.5	105,949	904	59.5
Florida	1,251,177	913	106,206	77	8.5	1,144,971	836	91.5
Georgia	[illegible]9,958	858	103,143	104	12.1	746,815	754	87.9
Hawaii	[illegible],353	1,059	21,150	127	12.0	155,203	932	88.0
Idaho	131,450	754	14,912	86	11.3	116,538	668	88.7
Illinois	2,580,302	1,224	171,450	81	6.6	2,408,852	1,143	93.4
Indiana	1,017,424	914	60,330	54	5.9	957,094	860	94.1
Iowa	634,723	1,039	35,365	58	5.6	599,358	981	94.4
Kansas	442,162	982	31,841	71	7.2	410,321	911	92.8
Kentucky	473,077	716	81,106	123	17.1	391,971	593	82.9
Louisiana	699,969	904	98,275	127	14.0	601,694	777	86.0
Maine	196,796	852	17,720	77	9.0	179,076	775	91.0
Maryland	966,187	1,196	83,527	103	8.6	882,660	1,093	91.4
Massachusetts	1,281,083	1,127	69,900	61	5.5	1,211,183	1,066	94.5
Michigan	2,381,548	1,180	151,778	75	6.4	2,229,770	1,105	93.6
Minnesota	1,027,300	1,224	60,662	72	5.9	966,638	1,152	94.1
Mississippi	343,228	699	86,457	176	25.2	256,771	523	74.8
Missouri	838,536	919	82,408	90	9.8	756,128	829	90.2
Montana	159,160	1,002	16,518	104	10.4	142,642	898	89.6
Nebraska	306,116	986	25,749	83	8.4	280,367	903	91.6
Nevada	116,833	963	9,580	79	8.2	107,253	884	91.8
New Hampshire	141,591	897	7,891	50	5.6	133,700	847	94.4
New Jersey	1,905,698	1,410	108,732	80	5.7	1,796,966	1,330	94.3
New Mexico	224,907	874	37,057	144	16.5	187,850	730	83.5
New York	5,429,188	1,757	305,386	99	5.6	5,123,802	1,658	94.4
North Carolina	869,074	812	128,532	120	14.8	740,542	692	85.2
North Dakota	120,387	880	14,289	104	11.9	106,098	776	88.1
Ohio	2,105,382	950	126,957	57	6.0	1,978,425	893	94.0
Oklahoma	439,130	773	54,281	95	12.4	384,849	678	87.6
Oregon	500,151	1,161	37,078	86	7.4	463,073	1,075	92.6
Pennsylvania	2,680,140	1,238	238,993	110	8.9	2,441,147	1,128	91.1
Rhode Island	193,188	1,160	15,700	94	8.1	177,488	1,066	91.9
South Carolina	439,046	795	66,757	150	18.9	372,289	645	81.1
South Dakota	134,691	877	20,233	132	15.0	114,458	745	85.0
Tennessee	597,986	719	73,778	89	12.3	524,208	630	87.7
Texas	2,088,504	836	223,210	89	10.7	1,865,294	747	89.3
Utah	222,871	800	23,797	85	10.7	199,074	715	89.3
Vermont	104,880	1,021	5,603	55	5.3	99,277	966	94.7
Virginia	933,785	947	126,627	129	13.6	807,158	818	86.4
Washington	793,929	1,087	64,170	88	8.1	729,759	999	91.9
West Virginia	311,883	815	43,108	113	13.8	268,775	702	86.2
Wisconsin	1,006,353	1,114	42,928	47	4.3	963,425	1,067	95.7
Wyoming	90,593	1,134	6,881	86	7.6	83,712	1,048	92.4
Outlying areas:								
American Samoa	6,128	797	1,243	162	20.3	4,885	635	79.7
Canal Zone	15,995	1,219	15,995	1,219	100.0	--	--	--
Guam	25,352	1,020	5,426	218	21.4	19,926	802	78.6
Puerto Rico	353,734	536	78,494	119	22.2	275,240	417	77.8
Virgin Islands	21,735	1,119	2,590	133	11.9	19,145	986	88.1

1/ Revenues from Federal sources for the District of Columbia include 25.3% of the revenues from local sources since that percent of the general revenues of the District of Columbia were received from the Federal Government in FY 1973.

USA Source Document IV

State Requirements in Physcial Education for Teachers and Students, American Alliance for Health, Physical Education and Recreation, 1973, Washington, D.C. 20036

TIME AND GRADE REQUIREMENTS FOR PHYSICAL EDUCATION

IN ELEMENTARY AND SECONDARY SCHOOLS–STATES AND OUTLYING AREAS*

State	Required by Law or Regulation	Time Requirement	Grade Requirement
Alabama	Yes	1-6–30 m/day; 7-8–daily; 9-12–1 credit **	1 through 12
Alaska	No		
	(Schools which offer PE must meet minimum requirements for issuing of credits.)		
Arizona	No	Recommended only; 1-3–10% of day; 4-8–14% of day; 9-12 not specified	None
Arkansas	Yes	1-8 required but no time specified; 9-12–1 credit	1 through 12; secondary 1 credit required
California	Yes	1-6–200 m/2 wks; 7-12–400 m/2 wks	1 through 12
Colorado	No	None	Non-regulatory state
	(Physical education in grades 1 through 12 is required for state accreditation)		
Connecticut	Yes	Not specified	Required by law in elementary and secondary schools; grade level optional
Delaware	Yes	1-6–suggested 200-250 m/wk; 7-8–2 periods/wk; 9-10–2 periods/wk one semester, 3 periods/wk adjacent semester; 11-12 elective	1 through 10; 11-12 elective (effective April 1970)

*Grieve, Andrew. "State Legal Requirements for Physical Education." *Journal of Health, Physical Education Recreation,* April 1971, p. 13-21 (updated by author).

**A "credit" is a unit of educational accomplishment; it represents the successful completion of a course, equivalent to a class period meeting three to five times per week for a school year. Most States require 16 to 20 units of credit for graduation from secondary schools. Most of the units are prescribed, e.g. 4 units of English, 1 unit of American History, etc.

State	Required by Law or Regulation	Time Requirement	Grade Requirement
District of Columbia	Yes	Grade 1–150 m/wk; 2-6–125 m/wk (combined with health); 7-9–90 m/wk; 10-11–3 periods/wk; 12 elective	1 through 12
Florida	Yes	1-6–daily period; 7-8–90 periods/yr (2 55-m periods/wk); 9-12–2 credits	1 through 8; 9-12–2 credits
Georgia	Yes	1-8–30 m/day (combined HE & PE)	1 through 8
Hawaii	Yes	K-6–90 m/wk; 7-10–½ credit/yr	K through 10
Idaho	Yes	1-8 not required; 9-12–1 credit	9-12–1 credit
Illinois	Yes	1-12 daily period equal in length to other subject periods	1 through 12
Indiana	Yes	1-6–10% of day recommended; 7-8–15% of day recommended; 9-12–1 credit	9 through 12–1 credit required
Iowa	Yes	50 m/wk minimum	1 through 12
Kansas	Yes	9-12–55 m/day	1 through 8 recommended only; 9-12 required
Kentucky	Yes	1-8–120 m/wk; 9-12–1 semester (suggested in 9 or 10)	1 through 8; 9 through 12–1 semester or ½ credit for graduation
Louisiana	Yes	1-8–120 m/wk; 9-12–150 m/wk minimum, 300 m/wk maximum	1 through 12
Maine	Yes	1-11–2 periods/wk for all pupils in public schools	1 through 11
Maryland	Yes	1-6 required but no time specified; 7-8 daily period; 9 daily where possible, 9-12–1 credit	1 through 12; 9-12–1 credit
Massachusetts	Yes	1-6–90 m/wk; 7-12–120 m/wk	1 through 12
Michigan	Yes	Not specified	Not specified
Minnesota	Yes	1-6–30 m/day; 7-10–2 55-min periods/wk	1 through 10
Mississippi	Yes	1-6–20 to 30 m/day	1 through 6
Missouri	Yes (use voluntary classification plan)	1-6–2 30-min periods/wk; 7-12 required but no time specified	1 through 12
Montana	Yes	1-3–15 m/day; 4-6–20 m/day; 7-8–30 m/day; 9-10–3 periods/wk	1 through 10

State	Required by Law or Regulation	Time Requirement	Grade Requirement
Nebraska	No	None by law; for accreditation–elementary 150 m/wk; secondary 2 55-m periods/wk	Can get accreditation for meeting indicated requirements
Nevada	Yes	1-8 not specified; 9-12–3 years 5 daily periods/wk	9 through 12–3 years required
New Hampshire	No	None	Recommended for elementary schools
New Jersey	Yes	1-12–150 m/wk	1 through 12 (includes some health education)
New Mexico	Yes	1-3–125 m/wk; 4-6–150 m/wk; 7-8 equivalent of 1 period/day for 1 year; 9-12 equivalent of 1 period/day for 1 year	1 through 6; 7-8 equivalent of 1 period/day for 1 year; 9-12 equivalent of 1 period/day for 1 year
New York	Yes	1-6–120 m/wk; 7-12–300 m/wk	1 through 12
North Carolina	Yes	1-8–150 m/wk; 9 daily period (combined with health)	1 through 9
North Dakota	Yes	Daily instruction for all	1 through 12
Ohio	Yes	1-8–100 m/wk; 9-12–2 periods/wk for 2 years	1 through 12 (dependent upon fulfillment of 2 yr requirement)
Oklahoma	No (Yes)	None *See below	None *See below
Oregon	Yes	K-3–10% of school day; 4-6–15% of school day; 7-8–35-45 m/day; 9-10–45-60 m/day; 11-12 optional	K through 10; 11-12 optional but strongly recommended
Pennsylvania	Yes	1-6 daily but no time specified; 7-12–2 periods/wk but no time specified	1 through 12
Rhode Island	Yes	1-12 average of 20 m/day (combined with health)	1 through 12
South Carolina	Yes	1-6 daily period; 7-8–2 or 3 periods/wk; 9-12–1 credit	1 through 8; 9 through 12–1 credit required for graduation (may apply 2 credits toward graduation)
South Dakota	Yes	1-9–90 m/wk	1 through 9
Tennessee	Yes	1-6–30 m/day; 7-8–1 hr twice weekly or 45 m alternate days or 30 m/day; 9-12–1 credit	1 through 12; 9 through 12–1 credit required

*Addendun 1975: Grades 1-6--All physically able students must participate in a minimum of 75 minutes per week of physical education. Grades 7-12--Each school shall provide on an elective basis, instruction in physical education for at least 150 minutes per week for all students.

State	Required by Law or Regulation	Time Requirement	Grade Requirement
Texas	Yes	1-6 required but no time specified; 7-8–130 clock hrs/yr (minimum); 9-12 - 1½ credits (240 clock hrs)	1 through 12; 9 through 12–1½ credits required
Utah	Yes	1-6–30 m/day recommended; 7-9–1 semester; 10-12–1 semester in 2 of 3 grades	7 through 12 (time requirements indicated)
Vermont	Yes	1-8 no time specified; 9-12–1 credit	1 through 12
Virginia	Yes	1-8 no time specified; 9-12–3 credits required of combined health & physical education	1 through 12
Washington	Yes	1-8–20 m/day; 9-12–90 m/wk	1 through 12
West Virginia	Yes	1-6–30 m/day; 7-8–1 period/day; 9-12–minimum of 2 periods/wk	1 through 12
Wisconsin	Yes	1-6 daily period; 7-12–3 periods/wk	1 through 12
Wyoming	Yes	1-8 required but no time specified	1 through 8

OUTLYING AREAS

Canal Zone	Yes	1-6–30 m/day; 7-12–55 m/day	1 through 12
Guam	Yes	1-6 no time specified; 7 and 9–1 period/day; 10 and 11–1 period/day	1 through 6; 7 and 9; 10 and 11
Puerto Rico	Yes	1-6–80 m/wk; 7-9–50 m/wk; 10-12–250 m/wk elective	1 through 9; 10 through 12 elective
Virgin Islands	Yes	1-6–45 m/wk; 7-10–180 m/wk	1 through 10

In 1964, the U.S. Office of Education, in cooperation with the President's Council on Physical Fitness, surveyed a representative sample of approximately 2,500 elementary and secondary schools to determine certain practices related to physical education and fitness. With the data, reported in the U.S.O.E. publication, Physical Achievement and the Schools, 1965, was the following statement:

> Nearly all schools provided physical education at some grade level, but only four schools in ten provided such programs as frequently as five days a week. In grades 4-6, approximately 18% of the students had no physical education; about 20% had physical education only once or twice a week. In grades 7 and 8, the percentage of students having physical education zero, one, and two days per week were, respectively, about 16, 13, and 20 percent.[1]

The greatest degree of participation was in grade 9 where 97% of the students had physical education and nearly 75% had three or more days per week of class. The percentage of male students scheduled for zero, one, two, three, four, and five periods per week, were, respectively, three, three, 19, 28, six, and 42. Percentages for ninth-grade girls were three, four, 26, 24, 6, and 37. Participation in the last three grades of secondary school decreased year by year, as shown in this summary:

Percentage of Schools Scheduling Physical Education

Program	Grade 10		Grade 11		Grade 12	
	Boys	Girls	Boys	Girls	Boys	Girls
0 days/week	7	8	15	17	18	20
1 day/week	1	3	2	3	2	4
2 days/week	19	27	19	28	18	26
3 days/week	29	24	21	18	21	17
4 days/week	4	3	4	3	4	3
5 days/week	40	36	40	32	39	30
Median Number of days per week	3.8	3.5	3.7	3.1	3.6	3.0

The U.S. Office of Education will undertake a similar survey in the Spring of 1976. This study will enable certain comparisons to be made over the twelve-year period. The hypothesis is that participation will be less in 1976 than in 1964, possibly due to such factors as

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1/ United Stated Department of Health, Education, and Welfare, Office of Education, Physical Achievement and the Schools, 1965, Washington, D.C. 20202; United States of America File #1 greater pressures to crowd more experiences in the school curriculum, a diminution of national concern for fitness of youth in the post-Kennedy years, and the adverse economic influences on costly physical education personnel, facilities, equipment and supplies.

A study conducted by the U.S. Office of Education indicates that 80.3% of the students in public secondary schools (grades 7-12) were enrolled in physical education in the school year 1972-73. Source Document V gives data from this study on physical education courses and enrollments. Source Document VI shows course offerings and enrollment by percentage and Source Document VII indicates changes in enrollment in physical education over a period of years.

In reviewing Source Document V, the reader will be helped to note that the course listings attempt to take into account the various ways physical education is scheduled. In about one-third of the cases, physical education is combined with health education. This means that part of the time (usually most of the time), instruction is given in physical education, while at other times, the instruction centers on health education. One pattern is three days a week of physical education and two days of health education. Physical education is scheduled separately from health in about 68% of the cases. In both the combined and separate scheduling of physical education, courses have been offered predominately by grade and for boys and girls separately. (This separation of sexes will change, as explained in the paragraph on Title IX below). In a small proportion of schools, there are classes for boys grouped without regard to grade and similarly for girls. The practice of scheduling health education as a separate course is growing. In 1972-73, about 15% of the course offerings were in health education or a sub-topic.

The data of Source Document VI include enrollments in driver education and ROTC (Reserve Officers Training Corps) within the category of "health and physical education." This is to enable comparisons over the three time periods shown because the subjects were grouped thusly in previous years. They are separated out for 1972-73 in Source Document V.

The data of Source Document VII are for grades nine through 12, whereas the data for Source Document V include grades seven and eight where these are part of a secondary school. The total number of students enrolled in physical education, either combined with health education or a separate course, in U.S. secondary schools, grades seven through 12, in 1972-73 was 14,867,746.

Title IX Prohibition of Sex Discrimination in Education

The Congress passed a comprehensive education act in 1972 one part of which, Title IX, provides that "No person in the United States shall, on the basis of sex, be excluded from participation under any education program or activity receiving Federal financial assistance" (with certain specific exceptions). Since almost every State and local education

USA Source Document V

Summary of Offerings and Enrollments in Public Secondary Schools, 1972-73, United States Office of Education, Washington, D.C. 1973, p. 12 & 13

TABLE A.–PUBLIC SECONDARY SCHOOLS OFFERING SPECIFIC COURSES, ENROLLMENTS IN THE SCHOOLS AND COURSES, AND THEIR PERCENT OF U.S. TOTALS, BY COURSE TITLE: UNITED STATES, 1972-73–*CONTINUED*

(U.S. TOTAL SECONDARY SCHOOLS = 22,737; U.S. TOTAL SECONDARY ENROLLMENT = 18,577,234)

SUBJECT AREA AND COURSE TITLE	Secondary Schools Offering Course		Secondary School Enrollment In Schools Offering Course		Course Enrollment, 1972-73		
(1)	Number (2)	As Percent Of U.S. Total (3)	Number (4)	As Percent Of U.S. Total (5)	United States Total (6)	As Percent Of U.S. Total Enrollment (7)	Percent of Enrollment In Schools Offering Course (8)
08.Health and Physical Education	22,124	97.3	18,283,299	98.4	17,918,713	96.5	98.0
Health, Grades 7 and 8	2,671	11.7	2,181,073	11.7	748,124	4.0	34.3
Health, Grades 9 to 12	4,904	21.6	4,926,156	26.5	1,185,349	6.4	24.1
Health, personal and family living/sex education	1,017	4.5	1,033,723	5.6	249,642	1.3	24.1
First aid	757	3.3	671,998	3.6	171,444	.9	25.5
Alcohol, drugs, and tobacco	1,062	4.8	844,660	4.5	342,224	1.8	40.5
Environmental health	181	.8	185,614	1.0	50,334	.3	27.1
Health and physical education, all grades, boys	857	3.8	685,803	3.7	183,088	1.0	26.7
Health and physical education, all grades, girls	880	3.9	711,219	3.8	168,582	.9	23.7
Health and physical education, Grade 7, boys	4,063	17.9	2,509,883	13.5	404,397	2.2	16.1
Health and physical education, Grade 7, girls	4,072	17.9	2,512,551	13.5	389,352	2.1	15.5
Health and physical education, Grade 8, boys	4,291	18.9	2,719,112	14.6	427,728	2.3	15.7
Health and physical education, Grade 8, girls	4,281	18.8	2,712,292	14.6	408,317	2.2	15.1
Health and physical education, Grade 9, boys	6,154	27.1	4,382,592	23.6	597,153	3.2	13.6
Health and physical education, Grade 9, girls	6,151	27.1	4,392,280	23.6	559,589	3.0	12.7
Health and physical education, Grade 10, boys	4,250	18.7	3,133,624	16.9	406,990	2.2	13.0
Health and physical education, Grade 10, girls	4,229	18.6	3,152,001	17.0	407,408	2.2	12.9
Health and physical education, Grade 11, boys	2,936	12.9	2,211,787	11.9	214,494	1.2	9.7
Health and physical education, Grade 11, girls	2,866	12.6	2,151,234	11.6	205,816	1.1	9.6
Health and physical education, Grade 12, boys	2,940	12.9	2,199,313	11.8	179,246	1.0	8.2
Health and physical education, Grade 12, girls	2,862	12.6	2,138,549	11.5	165,936	.9	7.8
Health and safety	1,250	5.5	1,149,675	6.2	303,850	1.6	26.4
Physical education, all grades, boys	3,259	18.3	3,736,832	20.1	957,867	5.2	25.6
Physical education, all grades, girls	2,329	10.2	2,491,838	13.4	655,252	3.5	26.3
Physical education, Grade 7, boys	6,036	26.5	4,425,761	23.8	721,714	3.9	16.3
Physical education, Grade 7, girls	5,998	26.4	4,399,672	23.7	658,331	3.5	15.0
Physical education, Grade 8, boys	5,883	25.9	4,397,361	23.7	664,002	3.6	15.1
Physical education, Grade 8, girls	5,848	25.7	4,391,799	23.6	630,624	3.4	14.4
Physical education, Grade 9, boys	8,723	36.2	7,161,908	38.6	963,732	5.2	13.5
Physical education, Grade 9, girls	8,130	35.8	7,083,849	38.1	893,873	4.8	12.6
Physical education, Grade 10, boys	6,472	28.5	6,513,321	35.1	852,493	4.6	13.1
Physical education, Grade 10, girls	6,408	28.2	6,485,983	34.9	801,299	4.3	12.4
Physical education, Grade 11, boys	5,200	22.9	5,440,818	29.3	562,847	3.0	10.3
Physical education, Grade 11, girls	5,127	22.6	5,412,257	29.1	529,839	2.9	9.8
Physical education, Grade 12, boys	4,842	21.3	4,939,806	26.6	419,751	2.3	8.5
Physical education, Grade 12, girls	4,702	20.7	4,861,374	26.2	390,257	2.1	8.0
Physical education, adapted, boys	1,247	5.5	1,839,549	9.9	54,549	.3	3.0
Physical education, adapted, girls	1,172	5.2	1,768,670	9.5	47,285	.3	2.7
Body dynamics/conditioning/posture/apparatus	282	1.2	488,060	2.6	22,864	.1	4.6
Dance, rhythms, and dramatic events	263	1.2	309,395	1.7	58,065	.3	18.8
Modern dance/gymnastics	678	3.0	1,080,239	5.8	71,073	.4	6.6
Individual and dual sports/aquatics/swimming	278	1.2	423,407	2.3	66,900	.4	15.8
Team sports	561	2.5	386,208	2.1	64,796	.3	16.8
Recreation/lifetime sports/hobbies	385	1.7	396,916	2.1	50,220	.3	12.7
Leadership/school support	190	.8	328,004	1.8	13,218	.1	4.0
21.Safety and Driver Education	12,146	53.4	10,339,028	56.7	3,443,532	18.5	33.3
Driver education, classroom instruction	11,695	51.4	10,058,202	54.1	1,813,039	9.8	18.0
Practice driving, including simulation	10,931	48.1	9,226,681	49.7	1,478,786	8.0	16.0
Safety, all grades	575	2.5	495,638	2.7	99,791	.5	20.1
Civil defense	239	1.1	168,104	.9	51,917	.3	30.9
22.Junior R.O.T.C.	1,263	5.6	1,843,456	9.9	155,085	.8	8.4
Junior R.O.T.C./Naval science, 1st year	1,182	5.2	1,787,884	9.6	88,229	.5	5.0
Junior R.O.T.C./Naval science, 2d year	935	4.1	1,437,896	7.7	39,487	.2	2.7
Junior R.O.T.C./Naval science, 3d/4th year	844	3.7	1,282,001	6.9	27,370	.1	2.1

USA Source Document V1

Public Secondary Schools Offering Specific Courses, Summary of Offerings and Enrollment in Public Secondary Schools, 1972-73, United States Office of Education, Washington, D.C. 1973, p. 17

TABLE B.–COURSE ENROLLMENTS IN SUBJECT AREAS, AND THEIR PERCENTAGES OF TOTAL PUPILS ENROLLED IN GRADES 7 TO 12 OF PUBLIC SECONDARY SCHOOLS: UNITED STATES, 1948-49, 1960-61, AND 1972-73

Subject Area	1948-49		1960-61		1972-73	
	Number	Percent	Number	Percent	Number	Percent
Total Pupils, grades 7-12	6,907,833	100.0	11,732,742	100.0	18,577,234	100.0
English language arts	7,098,770	102.8	12,972,236	110.6	24,079,059	129.6
Health and physical education 1/	7,794,671	112.8	12,081,639	103.0	21,517,330	115.8
Social sciences	6,981,980	101.1	11,802,499	100.1	18,898,794	101.7
Mathematics	4,457,987	64.5	8,596,396	73.3	13,240,326	71.3
Natural sciences	4,031,044	58.4	7,739,877	66.0	12,475,429	67.2
Music	2,484,201	36.0	4,954,347	42.2	6,111,223	32.9
Business education 2/	3,186,207	46.1	4,667,570	39.8	6,376,633	34.2
Industrial arts	1,762,242	25.5	3,361,699	28.7	5,726,138	30.8
Home economics 2/	1,693,825	24.5	2,915,997	24.9	4,651,535	25.0
Foreign languages	1,234,544	17.9	2,576,354	22.0	4,510,947	24.3
Art	1,219,693	17.7	2,383,703	20.3	5,115,981	27.6
Agriculture 2/	373,395	5.4	507,992	4.3	374,622	2.2
Vocational trade and industrial education 2/	369,794	5.4	344,704	2.9	484,484	2.6
Distributive education 2/	(3/)	(3/)	38,363	.3	129,549	.7
Other 2/ 4/	111,053	1.6	106,467	.9	9,126	(5/)

1/ Includes driver education and ROTC.

2/ 1972-73 data include only individual courses. In addition to these courses, schools reported the following enrollment in programs which represent enrollment in 2 or more courses: office occupations (308,883), home economics (305,386), agriculture (241,171), trade and industrial occupations (486,522), distributive education (323,474), and other (343,132).

3/ Not reported seperately in 1948-49.

4/ 1972-73 "other" represents only bilingual courses. Special education and interdisciplinary courses will be shown separately in the final report of this survey.

5/ Less than 0.1 percent.

NOTE.–Percentages exceed 100.0 because a pupil may be enrolled in more than one course within a subject area during the school year.

SOURCES: U.S. Department of Health, Education, and Welfare, Office of Education, *Subject Offerings and Enrollments in Public Secondary schools,* 1965.

Federal Security Agency, Office of Education, *Offerings and Enrollments in High-School Subjects, 1948-49,* 1951.

USA Souce Document VII

Summary of Offerings and Enrollments in Public Secondary Schools, 1972-73, United States Office of Education, Washington, D.C. 1973, p. 18

TABLE C.—NUMBER OF PUBLIC SCHOOL PUPILS IN GRADES 9 TO 12 ENROLLED IN SPECIFIED SUBJECT AREAS: UNITED STATES, SELECTED YEARS, 1890 TO 1973

COURSE TITLE OR SUBJECT AREA	ENROLLMENTS, SELECTED YEARS									
	1890	1900	1910-11	1915-16	1922-23	1928-29	1934-35	1948-49	1960-61	1972-73
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Total Enrollment[1]	202,963	519,251	739,143	1,165,495	2,155,460	2,896,630	4,496,514	5,399,452	8,219,276	13,438,263
English (regular 9-12)	–	199,803	422,051	680,871	1,862,232	[2]2,896,633	4,071,094	5,015,890	7,778,734	9,556,214
Journalism	–	–	–	–	2,224	6,639	31,246	100,147	136,671	322,686
Speech and public speaking	–	–	–	–	–	–	103,183	246,213	454,347	776,211
U.S. History	56,427	198,125	406,784	589,067	329,565	517,331	779,489	1,231,694	1,994,065	3,463,637
English History					61,766	25,203	21,913	1,043	1,011	4,426
Ancient History					371,392	301,794	304,026	192,847	107,068	96,488
Medieval/Modern History					330,836	327,313	278,236			140,010
World History	–	–	–	–	–	175,628	536,178	876,432	1,471,531	1,545,436
Civics and government	–	112,465	114,965	183,294	416,329	192,497	268,338	431,916	780,123	1,306,152
Community civics, Grade 9						387,910	465,964	(3)	732,609	446,896
Geography	–	–	–	–	–	8,790	94,071	301,652	596,150	736,496
Problems of Democracy	–	–	–	–	–	30,200	156,707	282,971	380,463	298,157
Economics	–	–	–	–	103,540	147,035	221,874	254,770	293,175	592,012
Sociology	–	–	–	–	61,288	77,117	111,718	186,901	268,408	796,860
Psychology	–	12,368	7,108	13,628	18,789	28,669	18,026	46,847	140,377	590,370
Algebra	92,150	292,287	420,207	569,215	865,615	1,020,323	1,387,210	1,448,966	2,349,017	3,469,638
General mathematics	–	–	–	–	266,918	228,231	331,348	704,742	1,427,312	1,936,914
Geometry	43,294	142,236	226,176	309,383	400,025	573,669	767,171	692,266	1,133,021	1,809,174
Trigonometry	–	8,916	13,012	17,220	30,939	38,869	59,858	109,951	248,228	461,184
General science	–	–	–	–	393,855	907,038	788,227	1,121,969	1,526,860	1,886,026
Biology	–	–	7,862	60,403	186,269	383,391	686,690	866,936	1,770,205	2,899,283
Botany	–	–	116,497	108,520	82,341	48,062	41,876	7,870	4,986	47,188
Zoology	–	–	61,370	37,466	32,984	22,168	27,278	8,061	8,924	81,864
Physiology	–	142,401	113,252	110,941	109,619	77,660	81,832	53,592	66,953	109,586
Earth science	–	154,613	156,401	178,693	97,140	81,017	78,856	20,576	76,594	658,654
Chemistry	20,603	40,084	50,923	86,031	169,413	204,894	330,769	412,401	744,820	1,028,591
Physics	46,184	98,846	107,988	105,854	192,380	198,402	282,896	291,473	402,317	583,108
French	11,858	40,399	73,161	102,516	333,162	408,012	498,710	285,376	661,190	1,043,044
German	21,338	74,408	175,083	284,294	13,918	53,290	108,672	43,025	141,517	400,111
Italian	–	–	–	–	389	2,852	10,434	18,862	18,733	37,997
Latin	70,411	262,767	362,548	434,925	893,086	636,952	721,320	422,304	637,475	196,115
Russian	–	–	–	–	–	–	–	14	9,342	17,908
Spanish	–	–	4,920	31,743	242,719	273,684	280,329	443,968	806,827	1,715,294
Physical education	–	–	–	–	123,889	438,383	2,277,775	[4]2,747,220	6,061,376	12,102,888
Music	–	–	–	367,188	644,770	794,246	1,149,732	[4]1,625,235	2,302,900	3,305,820
Art	–	–	–	266,492	317,826	338,468	391,754	[4]698,232	1,869,140	2,534,845
Industrial arts	–	–	–	130,196	295,908	391,529	946,128	[4]1,094,908	1,960,059	3,534,016
Vocational-industrial								389,794	346,794	498,884
General business training	–	–	–	–	–	88,629	276,673	278,577	461,794	538,228
Bookkeeping	–	–	–	39,816	270,517	310,232	446,463	472,163	630,714	682,936
Typewriting	–	–	–	–	281,524	439,379	749,315	1,216,142	1,902,982	2,715,866
Shorthand	–	–	–	–	191,901	261,631	404,237	421,836	580,321	532,419
Business law	–	–	–	–	19,611	76,434	144,342	130,586	167,101	224,963
Office practice	–	–	–	–	7,721	44,364	80,104	108,201	189,938	301,636
Home economics	–	–	27,933	160,276	307,583	477,503	761,807	1,304,848	1,901,128	3,237,882
Agriculture	–	–	34,418	83,973	110,242	108,086	190,763	384,185	507,882	583,012

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[1] For the years 1910 to 1934 the figures represent the number of pupils enrolled in the last 4 years of all public secondary day schools that returned usable questionnaires. For 1890, 1900, 1949, and 1961 the figures represent the total number of pupils enrolled in the last 4 years of all public secondary day schools.

[2] Includes enrollment in composition and in literature.

[3] Comparable data for 1948-49 are not available.

[4] Enrollment in grades 9 to 12 estimated from the total. This estimation was necessary because the data for the subject did not fully identify Grades 9 to 12 enrollment apart from Grades 7 and 8.

NOTE.—When necessary, the subjects reported in previous surveys were analyzed, and appropriate components were either recombined, separately listed, or eliminated (with corresponding changes in the number enrolled) in a manner to yield as close comparability as possible with the data of the current (1972-73) survey.

agency and every college or university has some program of Federal assistance, this legislation applies generally to education programs for every age level.

The provisons of the law and the concomitant regulations have significant implication for physical education and sports programs for girls and women. Essentially, physical education classes must be scheduled on a coeducational basis with teachers assigned to classes without regard to sex. Within the class, students may be grouped according to levels of skill; however, girls are not required to compete with boys in body contact sports, such as football, basketball and wrestling.

In athletics, equal opportunities and comparable conditions for participation must be provided for girls and boys. Where team selections are based on skill or the activity is a contact sport, athletics may be provided through separate teams for males and females. If separate teams are offered, the institution may not discriminate on the basis of sex in provision of necessary equipment or supplies or in any other way, but equal aggregate expenditures are not required.

Where a team in a non-contact sport, membership of which is based on skill, is offered for members of one sex and not for members of the other sex, and athletic opportunities for the sex for whom no team is available have previously been limited, individuals of that sex must be allowed to compete for the team offered.

Institutions are requested to select sports and levels of competition which effectively accommodate the interests and abilities of members of both sexes. Thus, an institution would be required to provide separate teams for men and women in situations where the provision of only one team would not "accommodate the interests and abilities of members of both sexes." This provision applies whether sports are contact or non-contact.

Elementary schools have up to one year from the effective data of the regulations, July 21, 1975, to comply. Secondary schools, colleges and universities will have up to three years.[1]

1/ Legislation and Regulations
Public Law 92-318, Title IX, June 23, 1972; United States of America File #1

3. Curriculum

General

In physical education as in other subject fields, the emphasis in the curriculum is on the individual and toward mastery of the tools of learning and the development of a desire for learning and its continuity. The focus is upon a wide range of experiences and toward helping the student learn by doing and also to learn how to learn. There is an increasing provision of a wide range of sensory and social experiences to facilitate learning and total development. An attempt is made to integrate the whole person with all of the ways of learning and of being. The new emphasis on developmental physical education gives attention to problem-solving, inquiry, creativity and working at one's own rate and level of ability. There is less attention to competition and more attention to participation by all as a process for learning and developing.

While the curriculum is the responsibility of State and local educational authorities, public and private, recommendations are made and technical assistance is provided by professional organizations and Federal agencies. The following are examples of publications and services that are currently being offered:

> U.S. Office of Education - Projects in the National Diffusion Network (See Section A, 9, a(1)) and a study to revise the National norms on the AAHPER Youth Fitness Test. (See Section A, 9, c, (6))
>
> Society of State Directors of Health, Physical Education, and Recreation, The School Program of Health, Physical Education and Recreation - A Statement of Basic Beliefs[1]
>
> President's Council on Physical Fitness and Sports, Youth Physical Fitness - Suggestions for a School-Centered Program, Fitness for Leadership, and other publications and services[2]

1/ The Society, Op. Cit.; Appendix B; United States of America File #2

2/ President's Council on Physical Fitness and Sports; various materials; United States of America File #6; Conrad, C. Carson, Executive Director, PCPFS, "Memorandum - Progress Report of the PCPFS, 12/31/75"; Appendix P

Grades K-12

Cities, districts, counties and States have autonomy in the development of curricula and the administration of the school program. Typical of the well-expressed and forward-looking programs in physical education is that of the State of New York. A succinct manual gives the mandate for the provision of physical education (briefed). A curriculum: to promote activity to attain physical fitness, gain competency in the management of the body and in useful physical skills, emphasize safety practices, promote individual and group understanding, provide knowledge and appreciation of physical education activities, make each student aware of the effect of physical activity, provide opportunities for personal development reinforce basic learning of the curriculum, a curriculum which includes basic and creative movement, rhythm and dance, games, perceptual-motor skills, individual and team sports, gymnastics, aquatics, where possible, lifetime sports, outdoor learning skills, and other appropriate developmental activities. An instructional period: K-6 - daily, not less than 120 minutes per week; grades 7-12 - opportunity for daily physical education, two or three times per week required; grades 10-12 may have equivalent extra-class participation. Instruction: by certified personnel - instructors and directors. Facilities: districts to provide adequate indoor and outdoor facilities. Administrative procedures: curriculum development, evaluation of student progress, class size and grouping to achieve objectives, plan for special courses, camps, supplementary personnel, and provision for periodic reports.[1]

The manual, Guidelines for Elementary and Secondary Physical Education Programs of the State Education Department of the State of New York gives further interpretation and instructions for record keeping on skill attainment, physical fitness, attendance, and for the adapted programs in which the activities in a regular program are adapted to the special needs and interests of the handicapped, or for special programming for them. Detailed codes are presented for the use of non-school facilities and or the scheduling of extra class athletic activities.[2]

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[1] Subject: Revised Regulations Governing Physical Education, Aug. 26, 1974, University of The State of New York, State Department of Education, Albany, New York 12224; Appendix C; United States of America File #3f

[2] Guidelines for Elementary and Secondary Physical Education Programs, April 1975; University of The State of New York, State Department of Education, Albany, New York 12224; Appendix D; United States of America File #3f.

The need for developing a scope and sequence for grades K-12 is recognized. The best planning for physical education includes sequences and progressions which are both practical and developmental. An excellent analysis of a fully listed series of skills has been prepared by teachers and administrators for use in Minnesota. A sample of the first two pages of eighteen sequential pages, is reproduced for reference. The full list includes aquatics, ball skills, games, gymnastics, individual and dual sports, posture and body mechanics, recreational activities, rhythms, rope skipping, team sports, track and field, and winter sports. Each activity is divided into skill units and listed as such with a designation of the grade levels in which the elements of the activity can be taught and developed to the best advantage.[1]

The scope and sequence of activities as recommended for practice in the public schools of Minnesota are based upon growth characteristics, individual needs and interests, and educational needs. The recommendations were made in 1968 by a committee of teachers. They expressed practices and desirable outcomes for the future which are being put into effect. (Source Document VIII)

Grades K-5

In most States the teaching of physical education is a requirement for kindergarten through grades 10 or 12. The program for kindergarten through grade 5 calls for one half-hour instruction time daily at the lower levels and at least one hour daily from grades 2 through 6. The inclusions of the program are most frequently fundamental movement skills, calisthenics, creative activities, games and sports, both individual and team types, relays, rhythms, stunts and testing, fitness activities and basic motor skills in perceptual-motor development, and movement education, which has to do with the process of teaching coordination, force, time, space, balance and handling objects. Policies and practices for curriculum content differ in different school administrations. Presented here is a program of a curriculum for grades K-6.[2] (Source Document IX)

1/ A Guide for Instruction in Physical Education, Curriculum Bulletin #11, Code VIII A-C-1, State of Minnesota, Department of Education Secondary School, Grades 7-12, St. Paul, Minnesota, pp. 2 & 3; United States of America File #3e.

2/ A Guide for Instruction in Physical Education, State of Minnesota Department of Education, St. Paul, 1968; Curriculum Bulletin No. 29, Code VIII A-E-10; United States of America File #3e.

USA Source Document VIII
A Guide for Instruction on Physical Education, Department of Education, State of Minnesota, St. Paul, Minnesota, Curriculum Bulletin #11, Code VIII-A-C-1, pps. 2 & 3
United States of America File #3e

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES							SECONDARY GRADE LEVELS OF INSTRUCTION			
	K	1	2	3	4	5	6	I	II	III	IV
AQUATICS											
Adjustment to water					X	X	X	X	X		
Flotation					X	X	X	X	X		
Gliding					X	X	X	X	X		
Kicking					X	X	X	X	X		
Front crawl					X	X	X	X	X	X	X
Finning					X	X	X	X	X		
Rollover					X	X	X	X	X		
Change of direction					X	X	X	X	X		
Bobbing in water					X	X	X	X	X		
Jumping into water					X	X	X	X	X		
Leveling off					X	X	X	X			
Diving					X	X	X	X	X	X	X
Backstroke					X	X	X	X	X		
Resuscitation					X	X	X	X	X		
Back crawl						X	X	X	X	X	X
Sidestroke						X	X	X	X	X	
Breaststroke						X	X	X	X	X	X
Sculling						X	X	X	X		
Treading						X	X	X	X	X	
Underwater swimming						X	X	X	X		
Back float						X	X	X	X		
Elementary forms of rescue						X	X	X	X		
Water games								X	X	X	X
Lifesaving jump									X		
Release of cramp									X		
Butterfly										X	X
Swimming rescue										X	X
Water skiing safety										X	X
Small craft safety									X	X	X
Synchronized swimming											X
Water survival											X
BALL SKILLS (elementary grades only)											
Rolling	X	X									
Bouncing											
Bounce and catch with self and partner	X	X	X	X							
Pat dribble standing still	X	X	X	X							
Pat dribble walking		X	X								
Pat dribb ning				X							
Throwing											
Underhan	X	X	X	X							
Overhand	X	X	X	X							
Bounce pass		X	X	X							
Two hand overhead		X	X	X							
Underhand pitch			X	X							
Two hand shoulder pass				X							
Shooting, underhand				X							
Catching											
Rolled ball	X	X									
Tossed in air by self	X	X	X	X							
Thrown by partner	X	X	X	X							
Bounced by self	X	X	X	X							
Bounced by partner	X	X	X	X							
Tossed against wall		X	X	X							
Fielding ground and fly ball			X	X							
Kicking											
Soccer kick	X	X	X								
Foot trap	X	X	X								
Dribbling	X	X	X								
Punt		X	X								
Striking ball with hands and bat—stationary	X	X	X								
Racket		X	X								
Hands or bat—tossed by partner		X	X	X							
Hands or bat—tossed by self				X							
COMBATIVES											
Rooster fight					X	X	X				
Indian leg wrestle					X	X	X				
Hand push					X	X	X				
Back-to-back push					X	X	X				
Elbow wrestle					X	X	X				
Indian club fight					X	X	X				
Stick wrestle					X	X	X				
Crab fight					X	X	X				
Hand wrestle						X	X				
Double hand wrestle						X	X				
Knee wrestle						X	X				
Back-to-back single stick pull							X				
Indian wrestle						X	X				
Arm wrestle						X	X				
Wrestling											
ak downs											
ear ankle								X			
side crotch								X			
Pry								X			

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES — Continued

SKILLS	ELEMENTARY GRADES							SECONDARY GRADE LEVELS OF INSTRUCTION			
	K	1	2	3	4	5	6	I	II	III	IV
Walk forward, arms sideward, palms up, eraser on palm of each hand				X	X	X	X				
Walk backward, arms sideward, palms down, eraser on back of each hand				X	X	X	X				
Walk backward, arms sideward, palms up, eraser on palm of each hand				X	X	X	X				
Walk beam sideward, right and left					X	X	X	X	X	X	X
Walk forward, kneel on one knee, straighten right leg forward, heel touches beam, rise					X	X	X				
Walk forward, kneel on one knee, straighten left leg forward, heel touches beam, rise					X	X	X				
Hop on left foot, length of beam					X	X	X				
Hop on right foot, length of beam					X	X	X				
Hop on right foot, length of beam and hop back						X	X	X	X	X	
Hop on left foot, length of beam and hop back						X	X	X	X	X	
Walk forward, balance on one foot, turn on this foot, walk backward						X	X				
Walk to middle of beam, left sideward, turn, walk to end, right sideward						X	X				
Place hands on beam, walk wheelbarrow with partner							X				

SKILLS	ELEMENTARY GRADES							SECONDARY GRADE LEVELS OF INSTRUCTION			
	K	1	2	3	4	5	6	I	II	III	IV
Place hands on beam, walk wheelbarrow with partner walking on beam							X				
Walk forward, kneel on both knees, rise and walk to end							X				
Running steps across beam								X	X	X	X
Single leg squat								X	X	X	X
Front scale								X	X	X	X
Squat turn								X	X	X	X
Jump from two feet								X	X	X	X
2. Balance Beam (High)											
Walk forward and backward								X	X	X	X
Squat and stand								X	X	X	X
Turn from forward to backward								X	X	X	X
Standing on one leg								X	X	X	X
Sideward steps								X	X	X	X
Mount to front support								X	X	X	X
Single leg squat								X	X	X	X
Front scale								X	X	X	X
Squat turn								X	X	X	X
Jump from two feet								X	X	X	X
V sit								X	X	X	X
Face vault dismount								X	X	X	X
Arabesque								X	X	X	X
Plie walk or dip steps									X	X	X
Pivot turn on toes									X	X	X
Two step									X	X	X
Knee scale									X	X	X
Squat and wolf mounts									X	X	X
Straddle jump dismount									X	X	X
Lunge									X	X	X
Cat walk step									X	X	X
Body wave									X	X	X
Jump from both feet, changing feet position										X	X
Leaps and jumps										X	X
Backward roll										X	X
Rapid movement across beam											

USA Source Document IX
UNITS--A Guide for Instruction on Physical Education, Department of Education, State of Minnesota, St. Paul, Minnesota, Curriculum Bulletin #29, Code VIII, A-E--10

UNITS

	KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
Fall	**Ball Unit** Skills	8C	**Ball Unit** Skills Games	10C	**Ball Unit** Skills Games	10C	**Ball Unit** Skills Games	14C
	Games Unit	12C	**Games Unit** Fundamental Skills Throw games	10C	**Games Unit** Fundamental skills Throw games	10C	**Games Unit** Relay Recreational Team	16C
	Rhythm Unit Creative Dramatic Singing games	12C	**Rhythm Unit** Creative Singing Dramatic Folk	12C	**Rhythm Unit** Creative Singing games Dramatic	12C	**Rhythm Unit** Singing games Creative Folk dances	8C
	Apparatus Unit Outdoor or classroom jungle gym	4C	**Apparatus Unit** Outdoor—bar jungle gym	4C	**Apparatus Unit** Outdoor	4C		
			***Fitness Testing**	2C	***Fitness Testing**	2C	***Fitness Testing**	2C
Winter	**Ball Unit**	18C	**Ball Unit** Skills Games	21C	**Ball Unit** Skills Games	22C	**Ball Unit**	20C
	Games Unit	15C	**Games Unit**	17C	**Games Unit**	20C	**Games Unit** Skills Games Relays	15C
	Rhythm Unit Creative Dramatic Singing	32C	**Rhythm Unit** Creative Dramatic Singing games Folk dances	20C	**Rhythm Unit** Creative Dramatic Singing games Folk dances	30C	**Rhythm Unit** Creative Folk dances	18C
	Stunts & Self-Testing Unit	6C	**Stunts & Self-Testing Unit**	20C	**Stunts & Self-Testing Unit**	10C	**Stunts & Self-Testing Unit**	15C
	Apparatus Unit Indoor	6C	**Beginning Tumbling & Apparatus Unit**	18C	**Apparatus & Tumbling Unit**	15C	**Apparatus & Tumbling Unit**	28C
	Rope Skipping Unit	5C	**Rope Skipping Unit**	5C	**Rope Skipping Unit**	5C	**Rope Skipping Unit**	10C

UNITS

	KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
Spring	**Ball Skill Unit**	9C	**Ball Unit**	9C	**Ball Unit**	8C	**Ball Unit**	6C
			Skills		Skills		Skills	
			Games		Games		Games	
	Games Unit	13C	**Games Unit**	10C	**Games Unit**	10C	**Games Unit**	10C
	Rhythm Unit	12C	**Rhythm Unit**	8C	**Rhythm Unit**	8C	**Recreational Activities Unit**	6C
	Creative		Creative		Creative			
	Dramatic		Dramatic		Dramatic			
	Singing		Singing games		Singing games			
			Folk dances		Folk dances			
	Rope Skipping Unit	6C	**Rope Skipping Unit**	4C	**Rope Skipping Unit**	4C	**Modified Track & Field Unit**	12C
	Apparatus Unit	4C	**Field Activity Unit**	4C	**Modified Track & Field Unit**	4C		
	Outdoor							
			***Fitness Testing**	2C	***Fitness Testing**	2C	***Fitness Testing**	2C

C—Classes.

*Primary grade physical fitness testing—Test items which measure a certain aspect of physical fitness are included with various activity units and in Appendix B. Some of these tests could be used to develop a local physical fitness test battery. The Kraus-Weber Test is another battery of tests measuring minimal aspects of physical fitness. This test is included in the *Physical Fitness Handbook, A Guide for Community Planning* [illegible] Physical Education Unit, Centennial Building, St. Paul, Minnesota 55101).

UNITS

	FOURTH GRADE		FIFTH GRADE		SIXTH GRADE	
Fall	Soccer Unit Lead-up games Skills	10C	Soccer Unit Modified soccer activities	10C	Soccer Unit Modified soccer activities	10C
	Touch Football Unit (boys) Lead-up games Skills	8C	Touch Football Unit (boys) Modified football activities	10C	Touch Football Unit (boys) Modified football activities	10C
	Games Unit	8C	Games Unit	10C	Games Unit	8C
	Fitness Testing	5C	Fitness Testing	2C	Fitness Testing	2C
	Rhythm Unit Creative Folk dances Mixers	6C	Rhythm Unit Folk dances Square dances	4C	Rhythm Unit Folk dances Square dances Mixers	4C
	Aquatics Unit	5C	Aquatics Unit	5C	Aquatics Unit	5C
Winter	Basketball Unit Skills & lead-up games	10C	Basketball Unit Modified basketball activities	15C	Basketball Unit Activities	15C
	Net & Volleyball Unit Skills Lead-up games	10C	Net & Volleyball Unit Modified volleyball activities	15C	Net & Volleyball Unit Activities	15C
	Games Unit	10C	Games Unit	6C	Games Unit	5C
	Rhythm Unit Creative Folk dances Mixers	12C	Rhythm Unit Folk dances Square dances Mixers	22C	Rhythm Unit Folk dances Square dances Mixers	20C
	Stunts & Self-Testing Unit	15C	Stunts & Self-Testing Unit	15C	Stunts & Self-Testing Unit	15C
	Apparatus & Tumbling, Floor Exercise Unit	30C	Apparatus & Tumbling, Floor Exercise Unit	27C	Apparatus & Tumbling, Floor Exercise & Pyramids Unit	34C
	Rope Skipping Unit	10C	Rope Skipping Unit	5C	Rope Skipping Unit	8C
	Aquatics Unit	5C	Aquatics Unit	5C	Aquatics Unit	5C

UNITS

	FOURTH GRADE		FIFTH GRADE		SIXTH GRADE	
	Fitness Testing	5C	Fitness Testing	2C	Fitness Testing	2C
	Softball Unit Lead-up activities	10C	Modified Softball Unit	8C	Softball Unit Skills Games	8C
	Games Unit	6C	Games Unit	3C	Games Unit	5C
Spring	Fundamental Track & Field Unit	12C	Track & Field Unit Lead-up to official events	18C	Track & Field Unit	18C
	Recreational Activities Unit	8C	Recreational Activities Unit	6C	Recreational Activities Unit	6C
	Aquatics Unit	5C	Aquatics Unit	5C	Aquatics Unit	5C

C—Classes.

Note: If aquatics is taught in grades four, five, and six, the number of class periods for other activities could proportionately be reduced during the fall, winter and spring.

Grades 6-9

The activities conducted for children in grades 6 through 9 give emphasis to muscular strength and endurance, cardio-respiratory endurance, agility, flexibility, balance, coordination and neuromuscular control in throwing, catching, hitting and kicking. In addition emphasis is given to the socio-cultural activities related to team sports, to the practices and accepted forms of dance, and to individual lifetime sports and recreation activities which give the learner a continuous association with, and expression for, outdoor activities. Therapeutic and remedial activities or programs are used for the students who are not able to participate normally. Intramural programs are scheduled.[1]

Grades 9-12

The activities included in grades 9 through 12 are team sports, track and field, conditioning, gymnastics, individual and dual sports (often referred to as "lifetime sports"), rhythmic activities, aquatics and recreational activities. Intramural activities, corrective and therapeutic practices and scheduled interschool competition are part of the program.[1,2]

Separation of boys and girls for most school scheduled activities had been the norm in these grades until the last few years when emphasis has shifted to co-educational participation.

Colleges and Universities

A paper prepared for this report (Appendix E), has been summarized on this and the following pages: The program of instruction in physical activity, generally referred to as the "service" program, is offered in 95% of the colleges and universities, both public and private. Most schools require physical education, most give credit for the courses and most of them have a two year requirement, although many have three or four. Some schools substitute approved non-scheduled, non-course activities. Courses beyond the requirement are offered as electives. Classes are scheduled within a one hour period and meet either two or

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1/ Secondary School Physical Education Curriculum, Utah State Board of Education, United States of America, File #3g

2/ Further information on curriculum content and guidelines for grades 9-12, as well as other grades, may be found in State reports and publications in Appendix O and United States of America File #3a-k.

three times per week. Some special courses such as scuba diving, skiing, and mountaineering may be scheduled once a week for a span of time lasting several hours. Most schools have co-educational classes with some special classes in team sports or special interest courses for men or women. There are more than 2,200 colleges and universities and more than eight and one helf million students enrolled in them.

In colleges and universities many of the courses are directed toward timely activities which have to do with the participants' ages and interests. The activities are in the social and activity structure of young people. In sports classes the sports skills are taught toward competence in performance. Some of the activities are of interest to the performer in contemporary life and will have a continuity into life experiences and applications.[1]

A brief and general description of courses in one university with a two year requirement gives an idea of the offerings of that representative school in that geographic area. Brigham Young University is a private church-sponsored university in Provo, Utah, a city situated near a lake at the edge of the Great Basin in a semi-desert area. It is located at the base of the Wasatch mountains which rise to an elevation of 12,000 feet. The student body of 25,000 participates in a rich program of inter-collegiate and intramural activities for men and women. There is a two-year physical education requirement which the students may meet by taking any one of 70 different courses. These offerings include many forms of dance, team and individual sports, and outing and active recreational endeavors. Student registration in these service classes averages 15,000 students per year.[2]

There are variations in course offerings and requirements from school to school according to the leadership, the objectives, the finances, and the geographic location and climate.

Many schools through faculty and department arrangements coordinate activities and instruction on an interdisciplinary basis. Some specially designated courses may reflect the best knowledge in aesthetics, humanities, history, and sport or dance. Plans for special presentations or programs call upon the cooperative efforts of departments in dance, drama, music, and art.

1/ Fitness for Leadership; President's Council on Physical Fitness, 1964, United States of America, File #6.

2/ Catalog of Brigham Young University, Provo, Utah, 1975-76; United States of America File #9.

Many colleges and universities schedule field experiences which may include camping, backpacking, wilderness living, survival techniques, cross-country skiing, and other activities arranged in various multiples and sometimes combined with natural studies such as biology, geology, and ecology.

Most colleges and universities have intramural sports programs for men and women. One university of 26,000 sponsors 95 activities, involving 1,000 teams with over 30,000 participants and 90,000 participations in intramurals in one year. The number of participants exceeds the number of students because husbands and wives of students are encouraged to take part.[1]

School clubs for skiing, judo, karate, scuba, back packing and other sports are participated in by students, usually under the direction of the department of physical education.

In many colleges and universities the "Student Union," a student organization housed in the student center, organizes social and sport events which may include bicycling, bowling, tennis and many other sport and social events. Some of the sports are scheduled as competitions within the school or on an inter-school or national basis.[2]

Curriculum Emphases

The following paragraphs describe program aspects that are being given especial consideration in modern-day physical education curriculums in the United States.

Physical Fitness

A growing realization of the effects of modern living on the physical and moral fiber of United States citizens has caused national leaders to emphasize the necessity of promoting health and fitness for people of all ages, especially the young. In 1954, President Eisenhower became concerned and established the President's Council on Youth Fitness. The Council was made up of

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1/ Brigham Young University, Provo, Utah

2/ Shaw, John, Professor Emeritus, Syracuse University, Syracuse, New York. "Current Conditions in Physical Education and Sport - Colleges and universities" - Appendix E.

Cabinet Officers in whose departments 32 agencies had programs affecting youth fitness. President John F. Kennedy gave the fitness movement his personal stamp and called for the attention of the nation to the values of the vigorous life. The Council was continued under Presidents Johnson and Nixon and now has the personal interest and support of President Gerald Ford. It is presently called the President's Council on Physical Fitness and Sport and is made up of national leaders in the fields of medicine, education, business and industry, sport and others. The Consultant to the President on Physical Fitness and Sport is the noted astronaut, Captain James L. Lovell, USN, Ret.

While it is recognized that total fitness is the aim of the Council and that all aspects of healthful living must be promoted, particular attention is being given to the importance of exercise in the development of the physical components of fitness. The effects of technological advances and recent socio-cultural forces on American life-styles point up the significance of the emphasis on fitness in school curricula at all levels and in all aspects of living. The following conditions are but a few of the reasons for stressing fitness.

- About 30-40% of children are overweight; about 15-25% are obese. The figures are greater for adults.

- Modern technology and transportation in many forms and the wide over-use of television have substituted for active work and recreation. Many Americans show the debilitating effect of sedentary, easy living.

- Heart desease, the greatest killer of Americans responsible for more deaths than all other causes combined, often has its incipiency in childhood, as do chronic fatigue, low-back pain and other chronic deseases that plague American adults.

Many sports such as golf, tennis, water skiing, snow skiing, boating, and bowling have grown in popularity. Other developments are described in Section C, Out-of-School-Sports. The implications here for fitness and/or an expanded, varied curriculum seem obvious. (If this account of growth in sports participation seems to be in contradiction to the foregoing statements on overweight children and adults and sedentary living, consider that the participants referred to here, while large in number, still represent a small porportion of a population of 212 million people, and that most of such participation is seasonal and sporadic, with much of it only on weekends.)

New findings relative to the significance of appropriate physical activity for such vital aspects of human potential as perceptual-motor development, building a positive self-concept, overcoming or compensating for physical and mental handicaps, aesthetic and creative expression through movement, and promoting full development of children during the early years of life, make heavy impact on physical education content and methodologies.

There is, then, a firm and valid rationale for the National fitness effort.

The concern for fitness is reflected in the following emphases in school, college and university programs of physical education and sport:

- More vigorous activities of all types are included in program plans and a greater proportion of program time is given to the teaching and participation in vigorous activities.
- More fitness testing.
- Special attention is given to fostering participation in activities that have particular conditioning value, e.g., jogging and running, circuit training, interval training, weight training, orienteering, parcours, aquacises, aqua-dynamics, martial arts and related activities, and obstacle or confidence courses.

Most States promote special teaching units or projects on fitness and their courses of study show plans and give details of tests, facilities and methods.[1]

The President's Council on Physical Fitness and Sports assists schools and colleges in a number of ways to strengthen programs that promote fitness. Some of these have been mentioned previously. See also Sections A, 9, a, (3) and A,9,c, (6) and (7).[2]

1/ United States of America File #3, a-k.

2/ PCPFS. Publications. Op. Cit.; Appendix P; United States of America File #6.

Outdoor Education

Most school systems and colleges and universities are giving attention to outdoor education. One significant program of the American Alliance for Health, Physical Education and Recreation, is the Outdoor Education Project started in 1955. This project has advanced and extended the concept of outdoor education to include education in the outdoors, education about the use of the outdoors, education in conservation and the application of ecological practices to the outdoors, and humanistic education of individuals to live better in the outdoors or as a result of the experiences they have had in the outdoors.[1]

Schools and colleges and universities offer programs or courses on campus or as out of school and summer experiences. The activities may be conducted as day camps, tours, term camps, sports camps, or scheduled off-campus experiences. Many school districts are obtaining properties and establishing camp areas as instruction bases.

Among the outstanding public school programs is the one conducted by San Juan Unified School District of Carmichael, California. In the summer of 1975 these courses were given:

Mountaineering

Cost - 3 weeks at $35.00 per week - life and travel in the high country, mountain climbing, survival living.

Mountain Environmental Study and Survival

Cost - 10 days - $60.00 - wilderness survival and self-sustaining activities, outdoor and safety skills, nature identification.

Seashore Environmental Study and Survival

Cost - 10 days - $60.00 - two days seminar and eight days on the shore - how to fish, eat, drink, choose edible plants and how to make a shelter and cook.

1/ Outdoor Education - American Alliance for Health, Physical Education and Recreation. 1201 Sixteenth St., N.W., Washington, D.C., 20036; United States of America File #4; Research in Outdoor Education, ibid. Descriptions of projects based upon Outward Bound programs - "Mascoma", "Project Challenge" and Project Go" sponsored by the New Hampshire State Department of Education, Concord 03301; United States of America, File #3k.

Backpacking

Cost - Phase I - 5 days - $30.00; Phase II - 10 days - $60.00 - backpacking into wilderness and mountain areas, nature observation and study.

Other Courses Offered

Judo, gymnastics, outdoor education, wrestling, art with sports and recreation activities.[1]

Provisions are made for authorization by parents, transportation, insurance health care and all instruction supervision, and facilities.

"Project Adventure" in Hamilton, Massachusetts, features a curriculum component in physical education based upon the Outward Bound concept. It is included in the National Diffusion Network described in Section I, A, 9, a(1) of this report.[2]

Colleges and universities offer leadership courses for outdoor education through departments of physical education, recreation, botany, youth leadership, anthropology and others.

Agency camps and private camps exist in some places and they abound in other areas. Camp costs for a young person in such camps as YWCA or Boy Scouts of America may be as low as $1.00 U.S. per day. Private camps may run as high as $10.00 or more per day depending upon housing, services, and special activities.

Programs are offered for students at all the levels of schooling and many schools or districts provide special opportunities and activities for the handicapped to participate in outdoor education and its activities.

1/ San Juan Unified School District, Carmichael, California 95608. (Seven Summer Camp Brochures 1975); United States of America File #3b

2/ "Project Adventure." Educational programs that Work. National Diffusion Network, United States Office of Education; Appendix Q; United States of America File #1

Movement Education

Movement education is a process or form of physical education which is gaining new emphasis and proponents. Although some persons have been pursuing the teachings and learnings in the forms of basic movement for many years, the ideas have developed, matured and focused on new concepts, activities, and methods. Movement education is a developing and widely practiced form of physical education. It may constitute a large portion of the teaching in schools where the teachers are prepared to guide student progress in a total learning experience through movement education. As a generating idea, movement education is a contemporary phenomenon, a strong contributing factor in modern physical education, and an educational process which will spread in influence, application and effect as its ways become better known among professionals. It has many varieties and expressions, particularly in the lower grades, and its influences and practices are applied in the upper grades, high schools, and colleges and universities by teachers who have mastered the concept. They must learn how to develop and interpret the process and the principles of the action to succeed well. The statement by a committee of teachers and supervisors in the State of Minnesota explains that movement education seeks to develop: awareness of the self in physical movement, awareness of the body and its capabilities, and awareness of movement components.

The emphasis is upon effective movement: to meet life needs, to explore knowledge and experience, to create, and to participate in a problem-solving process. The Minnesota State Course of Study considers movement education in these divisions: fundamental movement experience, movement education through ball skills, movement education through rhythm, movement education through stunts and self testing activities, movement education through tumbling and apparatus, and movement education through rope skipping.[1]

Source Document X outlines the goals and developmental achievements of movement education through ball skills.

Perceptual-motor Education

There is an inclusion of perceptual-motor education in physical education programs particularly at the elementary level.

1/ Movement Education for the Elementary Schools: Code VIII-A-E-10a, State of Minnesota, Department of Education, St. Paul, Minnesota; United States of America File #3e.

USA Source Document X
Movement Education Through Ball Skills, Movement Education for the Elementary Schools, State of Minnesota, Department of Education, St. Paul, Minnesota, pps. 8, 9

CHAPTER III
MOVEMENT EDUCATION THROUGH BALL SKILLS

What Are the Goals?

1. To become familiar with a wide range of ball manipulations and to discover how ball skills may become more effective and why
2. To improve the ability to move the body and to introduce and practice a wide range of manipulative experiences
3. To become more aware of the concepts of space, force, time, and flow and how they are applied in ball skills
4. To develop accuracy and control when rolling, bouncing, throwing, catching, kicking, striking, and handling balls
5. To develop basic ball skills and concepts needed for future skills of ball games
6. To build organic fitness through problems involving balls
7. To gain a more positive self-attitude concerning ball handling

What Are the Challenges and the Problems?

The content included under this section has been arranged so that each teacher may relist the tasks when this proves necessary. The level of difficulty should be increased whenever a class or an individual within a class is ready for more challenging problems. This progression might be thought of as (1) experimentation (discovering ways to manipulate the ball), (2) limitation (restricting the breadth of responses to channel toward a narrower movement problem), (3) partner work (transitional step toward group involvement), and (4) sequence development (combining movements into movement sequences).

Each teacher will think of many additional problems that could be posed to encourage a wider range of ball manipulation.

ROLLING THE BALL

1. Can you roll the ball to a partner?
2. Can you roll a ball and hit a target?
3. How far can you roll a ball?
4. What kinds of things can you make roll? (Examples include deck tennis rings, blocks of wood, footballs, tennis balls, hoops, and beanbags.)
5. Can you roll a ball, then run ahead and catch it? Can you do this several times in a row?
6. Can you keep a rolled ball from getting past you?
7. How can you roll a ball, making it stay on a line on the floor?
8. How far back can you stand and roll the ball to knock down a target?
9. When a partner rolls his ball, can you roll your ball to hit his?
10. Can you keep the ball rolling and propel it with any part of the body?
11. Can you roll a ball at the wall and have it come back at a different angle?
12. How far back from the wall can you roll a ball and have it roll back to you?
13. Can you run, roll the ball, cover the ball and roll with it in your arms, and regain feet? Can you do this several times in a row?

BALL BOUNCING

1. Can you bounce the ball with two hands? With one hand?
2. How close to you can you bounce the ball?
3. How far away from you can you bounce the ball?
4. How high can you bounce the ball? How low?
5. Can you walk around and keep your ball bouncing?
6. How slowly can you bounce a ball? How fast?
7. Can you keep the ball bouncing, alternating left and right hands?
8. Who can make the ball bounce so that it never touches the floor?
9. Who can keep the ball bouncing upward, using different parts of the body?
10. Can you walk around the room and keep your ball bouncing

11. Can you keep one foot on the same spot and bounce the ball so it makes a circle around you?
12. Can you move around, bouncing the ball while not looking at it?
13. Can you move about in the room as fast as possible, bouncing the ball and not getting in the way of classmates?
14. Can you make the ball bounce over and under obstacles while dribbling?

THROWING AND CATCHING (BALLS AND BEANBAGS)

1. How high can you throw a ball and catch it?
2. While standing, can you throw a ball ahead of you, then run and catch it?
3. Can you throw the ball over the barrier (net)?
4. How far can you throw a ball before it touches the ground?
5. How many times can you clap your hands before a tossed ball comes back down to you?
6. Can you catch a ball on one hand? On the other hand?
7. Can you throw a ball at the wall and catch it after one bounce?
8. Can you throw the ball at the wall and catch it before it touches the ground?
9. What can you do with the ball and a partner, using your own space?
10. Moving down the floor, who can throw the ball up in front of him, then run and catch it? Who can do this several times in a row?
11. Can you let your ball bounce once, then jump up and catch it while you are in the air?
12. Can you catch a ball coming over the barrier before it strikes the ground more than once?
13. Can you throw the ball through a suspended hoop? (Partner can hold hoop.) A rotating hoop?

ow hard can you make the ball strike the wall and sti ch it?

15. How many times can you make a ball thrown at wall bounce before it crosses a given line on the floor?
16. How many times can you and your partner throw a ball back and forth without ball touching ground?
17. How many times can you throw a ball at the wall and catch it without ball touching floor?
18. Can you keep looking at the target while you twist your body and throw at the target?
19. What can you and a partner do together with two balls in your own space? Can you find two more different things to do?
20. How many times can you and your partner throw the ball back and forth over the net without letting ball touch floor?
21. Can you hit the same target when throwing the ball from different distances?
22. In a continuous movement, can you throw a ball low at a wall target, run and catch the ball, and then throw again at the target?
23. Can you catch a ball and throw the ball in a different direction without stopping?
24. Can you throw the ball at a wall target with your left side toward target, facing target, and with right side toward target? What position is most effective?
25. Can you and your partner both keep running while throwing the ball back and forth?
26. Can two or three players throw and catch the ball while running in the same direction?
27. Can you throw the ball straight up, turn around once, catch the ball, and throw ball to partner?
28. While you and a partner stand back to back with feet spread, can you turn and throw to partner without moving feet? Can you turn to catch ball without moving feet? Can you turn and throw or catch from both left and right sides?

KICKING AND FOOT MANIPULATIONS

1. Can you make a ball roll smoothly while pushing it with your feet? Can you use both feet?
2. Can your feet make a rolling ball turn corners?

Action and response is developed around simple perception, and movement itself is used to encourage and stimulate the learner to be more perceptive. The plans and mechanisms in perceptual-motor education have been employed successfully with the handicapped and retarded. Teaching practices and research are improving the techniques and advancing their application.

Not only is perceptual-motor education used successfully with the slow learner, but marked progress in educational attainment can be accomplished with normal persons.

Perceptual-motor programs may be focused on space orientation, visual perception, auditory perception, kinesthetic awareness, tactile experience and motor skill. The learnings gained may be valuable in and of themselves; collectively they become part of the whole of human existence and help to develop learning power and total ability.

Lifetime Sports

In recent years, increasing attention is being given to instruction and participation in sports that can be played throughout life. The training of teachers and the expansion of facilities to include such sports, particularly in secondary and post-secondary schools, has been marked. Archery, badminton, golf, tennis, and bowling are among the activities that have been introduced in school curriculums in greater and greater number. A national project which featured clinics for teachers and the development of useful and attractive materials contributed greatly to the extension and improvement of instruction in lifetime sports. The project was administered by the AAHPER under a grant from the Lifetime Sports Foundation (no longer in operation). Lifetime sports are now included in clinics being conducted by the President's Council on Physical Fitness and Sports.

Dance Education

Dance, in many varieties of expressional forms, is included in curricula at all levels. It is considered to be an essential and significant component of the elementary school curriculum.

It is used in movement education and perceptual-motor development; it is basic to singing games and folk dance; it becomes part of the rhyme and cadence in rhythmic play; it assumes representative and mimetic forms in creative response. It is included in secondary physical education toward the ends of social, developmental, self expression and activity. In colleges and universities dance may constitute a large part of the program and may include modern dance, folk dance, ballroom dance, ballet, and other forms.

Dance is dependent upon learning motor skills and gaining competencies but it goes deeper into the realms of human learning, expression, and life. Dance employs creative and artistic qualities, gives meaning to many other learnings, and is a human refinement of thought and endeavor combined.

Associated Learning

Educational processes call for the teaching of elements which consolidate and give meaning to student learning. Two examples of how other studies may be correlated with physical education follow:

> Many books which are written for children and youth to be used as texts or supplementary readers deal with sport, play and recreation activities. Most are well written and deal appropriately with the subjects and all contain suitable and colorful illustrations.
>
> Art instruction and projects in schools often give attention to the games, sports, activities and recreations of youth. Displays, posters, paintings and other representations give encouragement to young people to observe and understand sport through the expressive forms which they produce.

Special Education and Adapted Physical Education for the Handicapped

For the handicapped who have restricting or limiting conditions imposed upon some of their abilities to learn or to respond or to perform, there are increasing attempts to provide educational opportunity and support services. Two main professional concerns for education result: (1) to give educational opportunity to the handicapped and (2) to develop leadership for programs for the handicapped.

Experts in the field prefer to consider the handicapped person as one with many remaining unimpaired capacities. Those who have developed the guidelines for programming of the handicapped under that philosophy consider that the student should be kept as close to the regular program as possible. The term "mainstream" is applied to this process.[1] The program itself is "adapted," whereever possible, to the functional capacity and the needs of the student. Establishing separate classes for the impaired or handicapped should be the usual practice, and such scheduling occurs only when the regular courses cannot be adapted to the needs of the handicapped.

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[1] A Guideline for Adapted Physical Education, Curriculum Bulletin #31, Code VIII A-E-C-6. Minnesota State Department of Education, St. Paul; United States of America, File #3e.

The term "handicapped" is usually applied to those who are speech impaired, learning disabled, mentally retarded, mentally disturbed, hard of hearing, deaf, crippled, partly sighted, or blind.[1]

A special paper prepared for this report describes the program of physical education for the handicapped. In brief summary:

> The aims and objectives of adapted physical education are the same as for other students in other situations: self-realization, human relationships, civic responsibility and economic self-sufficiency. The special elements included in programmed activity are those which improve or correct individual deviations, adapt activity to individuals who may develop skill and knowledge for participation, develop the tolerance level for activity and the motor ability level for performance, and provide activities to meet the specific needs, interests and abilities of the handicapped. Two practices exist for including the handicapped in physical education, sport and active recreation: one is to include them in the regular program of activities making such adaptation of the procedures or the activities as may be necessary to accommodate the participant; the other is to schedule special activities and courses for the handicapped. The aim and objective in either case must be to present developmental activities to those with limitations so that they may participate safely and successfully in rewarding and self-realizing ways.

Federal legislation and programming give support to States to participate in training, research and demonstration projects in physical education type activities for impaired, disabled and handicapped persons.[2]

Most public and private institutions and agencies give attention to the needs of the handicapped through physical education, adapted physical education, recreation, sports, outdoor experiences and camp activities.

1/ Professional staff for the Handicapped in Local Public Schools, Spring 1970, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1974; United States of America File #1

2/Hillman, William F., Liaison Officer of Physical Education and Recreation, Bureau of Education for the Handicapped, United States Office of Education; Appendix F, United States of America, File #1.

Most or all of the activities in the regular program of a school or agency are participated in by the handicapped, and especially is this true if the person is "mainstreamed." Reasonable and thoughtful adaptations are made by a knowing and caring teacher. Special courses as needed for those whose differences are marked are at times necessary and a suitable structure of adaptations, activity and program provide for participation of those with conditions which may limit normal activity or response to a moderate adaptation of a regular activity.

In evaluation it is important to realize that the individuals in an adapted program have many causes for their conditions, and that their abilities and the manifestations of their handicaps vary, too. Appraisal is made of performance, achievement and progress in physical fitness, general development, emotional stability, social awareness, sports and skills, and in motor, psycho-motor, and perceptual-motor development.

Some general appraisals of the participant can be made on the basis of the degree of active involvement, interest and response, expression of satisfaction or achievement, friendly relationship in the group action, tactile and responsive learning, kinesthetic movement, visual interpretation and response, verbal response, and physical response to stimuli.

For certification of special teachers of physical education for the handicapped, some States require courses in special education or the passing of a civil service examination. Needed action toward certification should be taken by professional bodies and service agencies. Many fields have already given some special attention to the handicapped: physical education, recreation, speech therapy, dance and many others. Professional preparation practices vary in different institutions where a program of preparation exists. Seminars and conferences aid in the development and the interchange of ideas. Publications in many fields disseminate information. Continued and more technical research is needed for building a basis of understanding and for establishing practices and courses which lead toward certification. For further information see Section I.A.5 and 6.

The American Alliance for Health, Physical Education, and Recreation maintains a consultant on Programs for the Handicapped.

The Joseph P. Kennedy, Jr., Foundation has sponsored seminars, research, and projects for the mentally retarded and conducts the program of Special Olympics, a program in sports participation and competition.

The Division of Innovation and Development, Bureau of Education for the Handicapped, Department of Health, Education, and

Welfare has stressed coordinated programmatic research, and is concerned with special consideration and services for the handicapped.[1]

A program in Minnesota is representative of one of the better State programs. The stated purpose is to "meet the specific needs of pupils with physical limitations, mental limitations, psychological or behavioral problems, or special learning disabilities." It is further stated that "the individual worth of a student must be given foremost consideration; the student should be regarded first as a human being and second as a person with some limitation."[2]

Special effort has been made in some cases to care for the seriously handicapped. An outstanding program conducted by a minority group is the Chinle Valley School. Navajo Indians on the Indian reservation in Northern Arizona have built an excellent facility and established a school for the severely retarded. Most of the children and young people live at the school from Monday morning until Friday afternoon of each week. There they are cared for in learning health habits, motor skills for play, and simple habits and mechanics of movement for living. They are taught language use in Navajo, traditional stories, arts and crafts, and Navajo play forms. They learn to dress themselves, feed themselves, and help one another.

Dropout Prevention

Students are encouraged to remain in school through graduation from secondary school and to pursue an appropriate career in the post-secondary years. Many educators and sportsmen believe that strong physical education and sports programs can help hold students in school.

A study by the Cleveland, Ohio public schools shows that students who were potential dropouts but who participated in athletics remained in school, while a significant portion of non-athletes, who were matched to the first group in other characteristics,

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1/ Stein, Julian U., Consultant, Programs for the Handicapped, American Alliance for Health, Physical Education and Recreation, "Physical Education, Recreation and Sports for the Handicapped"; Appendix G; United States of America File #4.

2/ A Guideline for Adapted Physical Education, Curriculum Bulletin #31, Code VIII - A-E-C-6, Minnesota State Department of Education, St. Paul, Minnesota; United States of America File #3e.

did, in fact, drop out of school. The New York City public school district replicated the study and found the same statistical results.

4. Methods

General

The methods employed in physical education and sport instruction are similar to and are based upon the same principles that direct good teaching in all subject matter fields. The procedures for the directing of individuals and groups and for organizing lines, squads and teams are learned in professional classes and employed to the best advantage in teaching situations. Class organization exists to get the teaching done, not to make a point or a display of the organization itself. Methods are employed to get the teaching and learning directed toward student progress. Some group activities are conducted most appropriately in an informal manner for the trend is toward less formality and structure in class organization. Classes are taught by a teacher who plans the situation for the students, demonstrates, discusses, explains, corrects for improvement, and continues to work for acceptable student accomplishment and evaluation. Contemporary education provides teaching stations, learning centers, and opportunities for self direction.

Some special techniques are employed in the teaching process. They may be used singly or several at a time, giving emphasis appropriately. The State Education Department of New York State gives attention to several plans:

- sport unit design
  organized around a particular skill or sport
  includes skills, practice, culminating activity

- theme design
  organized around a local or contemporary interest
  includes skills, practices, displays or presentation

- conceptual design
  an idea embracing a set of characteristics or facts

  sample concept - "Balance"
    A State of equilibrium
    Center of gravity over the base of support
    There is some friction or sustaining quality between the support and the surface.
    Consider balance under varying conditions.
    Study balance in different positions.
    What relation is there in the concept and movement?

How can concepts be grouped into large concepts?
Encourage the student to come up with ideas and questions.
Use the student's ideas and questions.
Additional ideas from the guide:

Words which represent balance

still
low
wide
strong

tall
even
under
steady

Ask students to develop their own word lists to promote a basic understanding.
Add other words and definitions.
Ask a series of questions:
  Using words from the list as, how can one be tall and balanced?
  How does a strong balance position look?
  After you run; how can you be balanced when you stop?

developmental continuum design
  a plan in which learning experiences are conducted sequentially along a line from simple movements to complex ones
  The continuum may be within one day, or a unit within several days, or in a school year, or through a longer education span of time as, K-6 or K-12.
  The student is taught and learns how skills are related to one another for both proficiency and understanding.
  The body movement and understanding are related to objects when that learning is appropriate.[1]

The methods of teaching usually employ the direct teacher to student relationship but may be aided by films, charts, video-tape, bulletin board displays, hand-out sheets, and such natural and immediate techniques as the teacher drawing on a board, or in the dust or damp dirt of a playing field with a stick. Physical education and sport are taught through advance plans and by well thought out methods but they are naturalistic, in many ways, and the effective teacher uses the immediate moment to explain and teach that which may not be as well covered by books and films and other prepared materials.

1/ Guide for Planning K-6 Physical Education Programs, State Education Department, Albany, New York 12224, United States of America File #3f.

Teaching and learning in any subject matter field are dependent upon a whole person teaching and a whole person engaging in whole learning. Modern theory of education calls for a teaching procedure and a learning response which brings into play the learning processes which are called:

- cognitive learning
  this includes facts and academic skills

- affective learning
  this includes structuring, applying, judging, adapting and interpreting

- psycho-motor learning
  this includes ways of moving, responding, thinking, knowing, and moving

Teaching for student learning in any subject matter field is on the basis of comprehension, interpretation, application, and conversion into individual response. Particularly is this true in physical education and sport where activities are conducted or the student is given the opportunity to understand the facts and the principles, to think, and to apply the knowledge and the skills in moving and responding.

Specific

Some specific educational methods have been given new attention, new names, and new emphases. These are currently being employed well by good teachers toward constructive ends:

- Contract teaching. The teacher, with the students, develops a plan for accomplishments with key points for progress and the final objectives in a clearly stated form. The students understand the process and the points of progress, along with the ultimate objectives. Each student "contracts" with the teacher for the quantity and quality of work which is to be completed in return for the mark appropriate to the accomplishment. The initiative and the responsibility which lie with the student may free the teacher from putting unpleasant pressure on the student and give the teacher the responsibility for guiding and challenging students.

- Competency tests. The skills for an activity or the units of skills incorporated into a major skill are analyzed for their method of teaching and learning. The student through any or many approaches is taught how to accomplish the skill and to perform it adequately. This plan is objective for both the teacher and the student. It is motivating and is best used when the teacher and student have some considerations for all of the objectives of physical education and sport.

- Accountability. That which the teacher and the student can definitely set out to accomplish, they do achieve. Their degree of accomplishment is based upon objective and subjective measurement as may be appropriate. This term is being commonly used in education and applied to teaching and learning conditions. The ways of accountability in physical education are being upgraded with the improvement in professional commitment, methods of teaching and techniques of evaluation. Though both the teacher and the student are to be held accountable in the teaching-learning process, accountability is, in modern practice, most often applied to the teacher.

- Behavioral objectives. Though called "objectives" this is really a teaching method. The teacher and the student understand what is to be accomplished. The teacher plans and conducts the instruction in such a manner that the student may understand correctly and move and respond appropriately; thus he learns what is to be learned, becoming more knowing and better experienced as a result of the teaching-learning process.

  Behavioral objectives is the common term, but performance objectives may be a preferred one. It is chosen by the California State Department of Education. The performance objectives help to achieve the physical education goals which are:

  motor skills
  physical fitness
  self-image
  social behavior
  recreational interest

  Each of the goals is explained thoroughly and well and it is shown that performance objectives when taught by the teacher and realized by the students lead toward the goal. The use of behavioral objectives or performance objectives is considered to be a teaching method and a good example of performance objectives is included as Source Document XI from the California manual.[1]

1/ Physical Education Framework - 1973,
California State Department of Education, Sacramento, California; pps. 37-51; United States of America File #3b.

USA Source Document XI

Physical Education Framework, California State Department of Education, Sacramento, California 1973, pps. 41 &44

United States of America File #3b

CHART A

Sample Performance Objectives for Motor Skills Goal

Selected elements of goal	*Performance objectives by grade level*			
	Kindergarten and primary grades	*Intermediate grades*	*Junior high grades*	*Senior high school*
Opposition	To skip swinging forward the arm opposite the forward foot	To throw a ball while stepping forward with the opposite foot	To throw an object with increased accuracy while stepping forward with the opposite foot	To execute a forehand tennis stroke while stepping forward with the opposite foot
Stable base or center of gravity	To stop on signal and maintain balance	To execute a headstand	To perform a front drop on the trampoline	To move in a defensive guarding position in basketball
Eye-hand coordination	To throw a beanbag overhand through a target	To serve a volleyball into a prescribed area	To throw a softball from home to second base	To pass a football to a moving receiver
Eye-foot coordination	To hop in a hopscotch court (diagram)	To kick a moving ball to a target	To kick a soccer ball to a teammate	To run successfully a low hurdle race
Aesthetic appreciation	To tell why a movement feels good in movement exploration	To observe and point out the movement of climax in a gymnastics routine	To analyze a successful spike in volleyball for its explosive moment	To describe in written form the feeling conveyed by an unusual experience in movement

NOTE: Sample performance objectives are intended as examples only. Objectives of a more specific nature for individual pupils or groups of pupils and evaluative criteria will be needed in local courses of study and teaching guides. Such objectives will involve appropriate time, target, distance, and forms. See pages 57-60 on Measuring and Evaluating Pupil Progress.

CHART B

Sample Performance Objectives for Physical Fitness Goal

Selected elements of goal	*Performance objectives by grade level*			
	Kindergarten and primary grades	*Intermediate grades*	*Junior high grades*	*Senior high school*
Cardio-respiratory endurance	To jump rope for an increasingly longer period of time	To jog around the playground	To participate vigorously in a game such as soccer	To run a cross-country course with acceptable pulse recovery
Muscular strength endurance	To cross apparatus with body weight suspended on arms	To climb on apparatus for extended periods of time	To perform three stunts requiring arm, shoulder, and abdominal strength	To perform exercises with appropriate weights using a weight machine or bar weights
Flexibility	To utilize bending and stretching in creating movement patterns	To demonstrate increased flexibility in performing bending and stretching exercises	To perform dance activities involving twisting and turning	To perform stretching exercises to maintain flexibility
Understanding of physical fitness	To explain the reason why one "breathes hard" after running	To state reasons for doing warm-up exercises	To describe the physiological principles of strength development	To describe the effects of exercise on cardio-respiratory fitness in adulthood

NOTE: Sample performance objectives are intended as examples only. Objectives of a more specific nature for individual pupils or groups of pupils and evaluative criteria will be needed in local courses of study and teaching guides. Such objectives will involve appropriate time, target, distance, and forms. See pages 57-60 on Measuring and Evaluating Pupil Progress.

5. Personnel

Teachers in the elementary and secondary schools must meet State certification standards. Some States also have certification requirements for administrative and supervisory personnel. Where junior colleges or community colleges are considered to be an extension of the secondary school, teachers are required to meet State certification requirements. In all of the above instances, specialists in physical education-teachers, supervisors, and administrators-must meet certification requirements that apply to their respective positions.

The faculty members of colleges and universities are usually not subject to State certification. However, these institutions have their own standards of professional education, experience and scholarship which they uphold in the selection and tenure of their faculties.

There is generally no difference in salaries of physical education specialists from those of other educators who have equal experience and responsibilities. For information on salaries of teachers who also coach athletics see Section B.3 of this report.

a. Elementary schools. Up to date information is lacking on the number of elementary schools in which physical education is taught by the classroom teacher (self-contained) as compared to those schools in which physical education is taught by a specialist. Empirical evidence indicates that the number of physical education specialists who serve elementary schools has increased markedly in the past ten years and is still rising rapidly. Almost all elementary school children are taught physical education, with wide ranges in quality and frequency of instruction. Probably about one-half of the children in grades 4 to 6 are taught by an elementary school physical education specialist at least part of the time, e.g., one or two days a week with the classroom teacher expected to fill in on other days. The remainder of the children are taught by classroom teachers. In some instances the classroom teacher may call upon a physical education consultant for resource assistance. In grades K-3 instruction in physical education, for the most part, is given by the classroom teacher, sometimes with resource help from a specialist.

Specialists in physical education who work in elementary schools are usually certified for grades K-12, although a few States are beginning to establish separate certification for elementary schools or are requiring some special training or experience in the education of children ages five to twelve.

Classroom teachers are required to have an elementary school credential. In some States, this calls for three to six semester hours of preparation relative to physical education.

In addition, almost all States include courses in child psychology and child growth and development in the certification requirements for classroom teachers.

Class sizes in elementary schools average 15-20 in kindergarten and 25-35 in grades 1 through 6. The physical education teacher may meet eight to 15 or more class sections per day and from one hundred to several hundred different children per week. This teaching load is a problem which may affect the quality of teaching.

b. Secondary schools. Almost all teachers of physical education in the secondary schools are required to be certified as specialists. Requirements vary widely among the States in regard to basic courses as well as professional courses in physical education with requirements in the latter category ranging from 20 to 50 semester hours. Performance requirements and competency-based criteria are now being introduced in some revisions of State certification procedures.

State by State requirements for physical education specialists are described in the AAHPER publication, State Requirements in Physical Education for Teachers and Students.[1] Some of the information is out of date, but the compilation presents the variety and scope of State certification practices.

The class load of physical education teachers in secondary schools runs from 30-40 per period to twice that number. The teacher generally meets classes five or six periods per day. Thus, the teaching load may range from 200 to 400 students per day. In schools where physical education is scheduled two to three times per week per class, the teacher may see as many as 400 to 800 different students per week. The upper extremes of these figures, of course, exceed the recommended number of students and classes for optimum load. In addition to their instructional assignments, physical education teachers usually have one or more extra duties, e.g., directing intramural activities, coaching athletic teams, training and supervising cheer leaders and "pep" squads, or supervising

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1/ State Requirements in Physical Education for Teachers and Students, American Alliance for Health, Physical Education, and Recreation, 1973; United States of America File #4.

athletic events. In most school systems physical education teachers receive a moderate additional compensation for certain duties outside of normal school hours.

c. Aides, para-professionals, and volunteers. In both elementary and secondary schools, teaching aides and para-professionals are being employed in growing numbers. The employment of persons of the same racial, social, and similar financial backgrounds in educationally disadvantaged neighborhoods is receiving more and more attention. Aides are used primarily to assist physical education teachers with such matters as preparing facilities and equipment for instruction, keeping records, maintaining order in locker and shower rooms, and similar duties. Aides or para-professionals are not expected to teach but may work with groups of children or individual students under the direction of the instructor.

Most State or local school districts do not certify aides or para-professionals but do have certain expectations regarding their competence and performance. In some localities the responsibilities of aides or para-professionals are defined rather carefully by teachers' associations or unions.

The use of volunteers varies from school to school. In some instances volunteers are enlisted to assist in some of the duties described for aides above. They assist in administering tests, recording scores, or performing other details. Some school districts have policies that discourage the use of volunteers in instructional situations. Certain recent Federal legislation requires school districts to consult with parents and others (as in advisory councils) to qualify for Federal funds. Many schools have "booster" clubs made up of parents and other interested citizens who assist in obtaining contributions and other support for school athletic programs. Organized groups such as the parent teacher associations provide assistance and support for school programs, including physical education. One common type of help is in the purchase of equipment not provided for in the school budget.

d. Colleges and Universities. Faculty members who instruct activity or service courses are expected to have a measure of proficiency in the sport, dance, or other activity being taught as well as teaching competency. A bachelor's degree in physical education is usually a minimum requirement of such instructors, and many have advanced degrees.

Teachers of professional courses are for the most part persons who have advanced degrees in physical education along with a special interest and scholarship in the subject.

Directors of research, advisors to graduate students, and department heads in most institutions must hold the doctorate in physical education and/or a related science or specialized field, e.g., exercise physiology, kinesiology, sociology.

Undergraduate students are often employed as non-teaching assistants. Graduate students and fellows may be given teaching responsibilities under a master teacher or professor.

The teaching load of a college or university faculty member is usually 18 to 23 "contact" hours per week for activity courses or 12-15 credit hours per week for professional courses. The credit hour load assumes that the instructor will do two additional hours of work in preparation and student consultation for each hour spent in class. Advising on theses or dissertations, counseling students, serving on faculty committees, writing for publication, directing special activities, coaching a team, directing an activity club, developing a demonstration, conducting a research project, working in a professional association may run the total work load for a college or university teacher from 40 to 60 or more hours per week.

6. Professional Preparation

A paper contributed for this report (Appendix H), analyzes and describes the process of professional preparation. It is summarized as follows:

Introduction

Excellence in teaching calls for a number of qualities. These qualities may be personal and some must be cultivated.

The Master Teacher

Good teaching can best be performed by a good teacher. The wholeness of education for the whole child can best be accomplished with a whole person as teacher. A master teacher is the desirable person to have in the position of leadership.

On teacher education the points are made that the teacher must:

have faith in the profession
be wise as well as knowledgeable
know how to teach
be an educated person
be involved with the lives of the students
give of self
create a comfortable environment for teaching and learning

be curious and eager to learn
know that education is lifelong
be concerned about the process of learning
know that the learner is the important one
  - the teacher is the facilitator

Most teacher education institutions give attention to:

Competency Based Teacher Education

The one who will teach needs many competencies in performance, teaching techniques, use of materials, and in other endeavors which the teacher is expected to pursue and accomplish. The competencies which the student of the profession is to master are determined, and full knowledge and demonstration of the techniques must be shown. Schools for teacher education determine their own competencies. Their program directors have opportunity also to meet professionally with others of similar interest to develop ideas and plans and through the professional interchange to mature a body of information which has some content in common. Competency based teacher education clusters around three main performance qualities for development: skill centered, knowledge centered, and job performance centered.

The Undergraduate Program

Teachers are educated in schools with general education courses for background requirements. The general education background which usually includes history, science, languages and literature, humanities, sociology, psychology, and others is given emphasis and occupies much of the credit earning time in the first two years of the student's professional education. In addition to general education the student takes courses which have to do with teaching and learning such as growth and development, philosophy of education and principles of teaching. The student in the first two years takes some skill and technique classes in sports, dance, and movement education and basic and pre-requisite professional courses of an academic nature on foundations, orientation, introduction or principles, and kinesiology or anatomy. Most of the professional specialization courses are included in the last two years of a four year program.

A Bachelor's degree is obtained in four years by a full time student who is assumed to be attending class and actively studying or participating in laboratory work or experiences a total of no less than 45 hours per week. The semester and quarter systems give academic credit on such a basis. The credits in a professional education program are distributed approximately as follows:

General education 45-55%
General professional education 8-12%
Specialized professional education 33-47%

The student in a major program meets the requirements for certification in the State where employment will be. Requirements for a four year major or five year major are usually completed in a college or university which is a teacher education institution.

Core and Concentrations

Many professional education departments organize a group of the basic required subjects into a core which is required of all students. In addition to the core, the student then takes electives in the field or in an area of concentration. A core is imperative for the background of professional students. The many opportunities open for students call for the allowance of electives or the pursuit of a concentration of studies in addition to the core. Some of the concentrations currently offered are: elementary physical education, secondary physical education, coaching, athletic training, physical therapy, community physical education or recreation, commercial and industrial programs, and directing apas or fitness laboratories.

Laboratory Experiences and Teacher Training

Observation of classes and schools, assisting in teaching, teaching projects, leadership and work experiences, and student teaching under direction and supervision become part of the process of teacher education.

The Graduate Program

The graduate program in physical education is offered for breadth or for depth in the profession. In some schools the emphasis is upon developing greater competence in teaching; in others the emphasis is upon pursuing investigation and research. Several plans are followed in a graduate program for the Master's degree.

Master's degree - Major in physical education - no thesis
Master's degree - major in physical education - with thesis
Master's degree - major in physical education - with project

Usually the standing of the institution is indicative of the value or the standing of the degree granted.

The Doctoral Degree

The degree, Doctor of Education (Ed. D.) or Doctor of Philosophy (Ph.D.) is usually awarded for two years of academic study beyond the Master's. The interpretations of the differences in these degrees vary some but usually the courses and the dissertation for the Ed. D. give emphasis to education and to an investigation which is applied, practical or interpretive. The Ph.D. is usually premised upon course work which emphasizes scientific background and basic research. The dissertation is usually investigative, experimental, or statistical.[1]

Teacher Education Institutions

There are approximately 900 colleges and universities offering major professional programs in physical education which lead to the bachelor's degree. Some of these degrees are combinations with health or recreation. About 150 schools confer the Master's degree and approximately 60 confer the Doctorate. These higher degrees may represent combined or separate academic subject matter in physical education and recreation and may include health.[2,3]

Professional Preparation - Supply

The U.S. Office of Education regularly conducts a survey of degrees conferred by colleges and universities. For the year 1972-73, the latest for which information is available, the following data are reported:

ajor Field of Study	Bachelors' Degrees Requiring 4 or 5 Years			Masters' Degrees			Doctors' Degrees (Ph.D., Ed.D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
ysical Education	26,947	16,027	10,920	4,441	3,072	1,369	259	181	78
Driver and Safety Education	73	67	6	137	134	3	1	1	--
Health Education	1,299	599	700	580	291	289	61	42	19
Parks and Recreation Management	2,724	1,701	1,023	391	260	131	14	10	4

1/ Frost, Reuben B, "Professional Preparation of Physical Education Teachers" Professor Emeritus, Springfield College, Springfield, Massachusetts; Appendix H.

2/ Catalog of Courses, Springfield College, Springfield, Massachusetts; United States of America File #10

3/ Catalog of Courses, Brigham Young University, Provo, Utah; United States of America File #9.

Most of the graduates in physical education find employment in schools and colleges. A small proportion go into research, physical education-related jobs in business and industry, professional athletics and the armed forces. Increasing numbers of physical education teachers are specializing in elementary school programs. No recent studies indicating the exact numbers in elementary school physical education are available. A sizable proportion of women earn degrees in physical education at all three levels. For years there has been a steady demand for women physical education teachers, particularly in elementary and secondary school programs. Now that enrollments in schools are decreasing because of age-population shifts, some women are finding it difficult to obtain teaching positions. The situation is even more severe for employment of men physical education teachers.

A more complete analysis of teaching policies and trends may be found in Chapter IV, "The Changing Role of Teachers and Teacher Education" in the report, Progress of Education in the United States of America 1972-73, 1973-74.[1]

The number of persons who have earned degrees in health, physical education and recreation has increased markedly during the past 10 years. The following tables present data and show changes in these fields over five and ten-year periods during the years 1962-1973:

Major Field of Study	Number of Persons Who Earned Bachelors' Degrees In:								
	1962-63			1967-68			1972-73		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Physical Education	11,249	7,959	3,290	16,437	9,975	6,462	26,947	16,027	10,920
Health Education	289	208	81	400	172	288	1,299	599	700
Recreation (or Park & Rec. Management)	421	394	27	950	567	283	2,724	1,701	1,023

The number of persons who earned the baccalaureate degree in physical education increased by almost 140% during the ten-year period. This increase compares to a gain in enrollments in elementary and secondary schools of approximately 25%, from 40.1

1/ U.S. Department of Health, Education, and Welfare, Office of Education. Op. Cit.

million in 1962-63 to 50.5 million in 1972-73. Unfortunately, there are no comparable figures for the number of physical education teachers actually employed in the schools and colleges. Probably a large percentage of the graduates reported above became employed as teachers. In each of the years about 10% of the graduates earned degrees in non-teaching aspects of physical education. Evidence from other sources indicates that many school systems employed new or additional special teachers of physical education in elementary schools during the reported period. Informal surveys by the President's Council on Physical Fitness and Sports show increases in school programs of physical education, reflecting a heightened national interest in physical fitness, perhaps influenced by President John F. Kennedy.

The phenomenal gain of almost 700% in earned degrees in recreation during the ten years, probably reflects a growing emphasis on professional education for recreation leadership and an increase in job opportunities in the field.

The problems which will be met by men teachers in the field and the competencies which are needed to meet the problems have been studied and reported in Source Document XII. The problems and competencies are much the same for women.

Continuing Education and Preparation in Professional Work

Most school administrators at all levels require that faculty members continue in education and professional courses during their tenure. The requirements may be met by completing courses offered by accredited institutions in regular term, summer, or short courses, seminars, workshops, clinics, and correspondence courses.

Participating in course work and gaining higher degrees are part of the basis upon which salaries and advancement are premised. Continuity in education sometimes is required to retain the position or the rank.

But personal advancement is only one of the motivations. Teachers and administrators alike realize the continuous need for professional training while in service in order to improve the quality of teaching, to learn new and innovative methodologies and to apply the findings of recent research. State and local departments of education, colleges and universities, professional associations and Federal agencies, singly or in various combinations, sponsor hundreds of workshops, seminars and conferences throughout the Nation each year.

USA Source Document XII

Problems of and Competencies Needed by Men
Physical Education Teachers, Roundy, Elmo,
Brigham Young University, Provo, Utah

Table 1. Judgments of the 456 educators regarding the 21 problems and the most significant competencies needed to deal more effectively with each problem*

Problem and related competencies	*Percent indicating problem of:*		
	Major concern	*Minor concern*	*Mean ratio*
Dealing with classes which have large enrollment:	54.29	35.82	1.4471
1. Skill in grouping and organizing pupils for optimum control and learning. 72%			
2. Proficiency in getting student to accept responsibility for their own learning. 70.3%			
3. Skill in improvising and using activities which are suited for large classes and limited facilities. 68.7%			
4. Competence to improvise and use teaching techniques in the various activities which are adapted for large classes. 6[illegible]%			
Working with limited facilities and equipment:	48.24	37.89	1.3436
1. Proficiency in scheduling and organizing facilities for maximum use. 71.1%			
Grading and reporting pupil progress:	47.14	34.14	1.2841
1. Ability to develop an over-all valid and objective system of grading. 76%			
2. Competence to communicate effectively with parents regarding the progress and growth of students. 58.1%			
Working in the area of adaptive physical education:	44.71	38.11	1.2753
1. Ability to recognize pupils who should be given a referral examination by a physician for placement in an adaptive program. 63%			
2. Competence to select and set up the equipment needed for an adaptive program. 58.8%			
3. Ability to work with students in implementing an adaptive program under the supervision of a physician. 57%			
Evaluating the program:	41.63	41.41	1.2467
1. Ability to summarize and organize evaluational data for meaningful interpretation. 65.2%			
2. Ability to use a variety of techniques and devices for gathering evaluational information. 64.5%			
3. Skill in the use of sound research and statistical procedures for gathering and analyzing evaluational data. 58.4%			
Dealing with the small percentage of students who do not cooperate:	41.41	39.87	1.2269
1. Ability to counsel effectively with these students in helping them meet their needs and adjust to their problems. 70.3%			
2. Proficiency in impartially and consistently enforcing the standard of conduct. 63.9%			
Providing effective and continuous motivation:	38.11	40.31	1.1652
1. Ability to help student develop correct concepts and good attitudes toward physical activity. 66.7%			
2. Skill in using teaching techniques and planning instruction so that students can be given a maximum amount of individual instruction and reinforcement as they perform. 62.8%			
3. Competence to select activities and to teach them in a manner so that each student can experience a measure of success. 60.1%			
4. Proficiency in using procedures and techniques which will keep the students continually informed of their progress. 59.3%			
5. Knowledge of a variety of instructional techniques, drills, games and materials. 54.6%			
6. Ability to provide for continuity of learning experience through developing the proper sequence of activities and the proper progression of movement patterns within an activity. 50.9%			

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*Problems are in boldface; competencies are listed below the problems to which they apply. Percent indicates respondents signifying that this competency was needed to deal more effectively with the respective problem.

Continued

Table 1. Judgments of the 456 educators regarding the 21 problems and the most significant competencies needed to deal more effectively with each problem—cont'd

Problem and related competencies	*Percent indicating problem of:* *Major concern*	*Minor concern*	*Mean ratio*
Developing a broad enough curriculum to meet the needs and interests of the students: 1. Competence to teach a wide variety of activities. 61.9%	35.86	38.55	1.0991
Maintaining an orderly atmosphere without using overly rigid and militaristic methods of organization and control: 1. Skill in helping class members develop a sense of responsibility to the group. 63.9% 2. Sincere interest in helping each individual student. 55.3%	35.68	38.33	1.0969
Helping students who are having learning difficulties in class activities: 1. Skill in motivating the low achievers. 76.9% 2. Ability to develop and implement a program suited to the abilities and achievement level of the student. 65.2%	33.63	41.10	1.0837
Using tests and other devices to measure progress: 1. Ability to motivate pupils to assume an important role in evaluating their own achievement and development. 69.6% 2. Ability to devise and construct valid and objective skill tests. 68.5% 3. Knowledge of standard skill tests. 60.6% 4. Ability to devise and construct valid physical (organic) fitness tests. 60.1% 5. Skill in setting up local norms for tests. 59% 6. Knowledge of standard physical (organic) fitness tests. 58.8% 7. Proficiency in evaluating pupil progress in general attitudes and social behavior. 57.7% 8. Competence to administer tests in a valid manner. 54.8%	35.24	36.78	1.0727
Adapting instruction to the variation in growth and maturation: 1. Proficiency in teaching students of varying abilities and capacities from the slow to the gifted. 69.2%	30.31	39.34	1.0419
Teaching physical education activities to students: 1. Knowledge of proper teaching methods and drills in gymnastics. 72.9% 2. Ability to demonstrate performance skills in gymnastics. 69.6% 3. Ability to break down an activity or skill into basic movement patterns and to teach these patterns in the most effective sequence. 62.5% 4. Competence to develop effective unit and daily instructional plans. 62.3% 5. Knowledge of proper teaching methods and drills in dance and rhythm activities. 60.4% 6. Ability to demonstrate performance skills in dance and rhythm activities. 59% 7. Knowledge of proper teaching methods and progression drills in individual and dual sports. 54.6% 8. Knowledge of the principles of physical (organic) fitness and conditioning. 52%	33.41	36.92	1.0396
Helping students with their social and personal problems: 1. Skill in identifying students who have significant problems in this area. 61.9% 2. Proficiency in using procedures in class that will aid students in acquiring the special skills of effective group membership and leadership. 60.6%	29.74	44.49	1.0396
Helping students to apply knowledge and skill in non-class situations: 1. Proficiency in helping students to understand the value of physical activities. 65.9% 2. Competence to teach activities with high transfer value. 55.1%	32.38	38.77	1.0352

Continued

Table 1. Judgments of the 456 educators regarding the 21 problems and the most significant competencies needed to deal more effectively with each problem—cont'd

	Percent indicating problem of:		
Problem and related competencies	*Major concern*	*Minor concern*	*Mean ratio*
Providing successful coeducational activities: 1. Knowledge of activities which are most successful with coeducational groups. 67.4% 2. Skill in teaching and handling coeducational groups. 67.4%	32.38	33.33	1.0308
Using good classroom teaching methodology: 1. Proficiency in using a variety of instructional materials and visual aids effectively. 61.9%	32.60	36.78	1.0198
Obtaining sufficient time for teaching and coaching: 1. Realization that teaching physical education must be given priority over coaching duties. 57% 2. Skill in planning and using time and energy more effectively. 55.7%	30.84	39.21	1.0088
Selecting activities and experiences suited to the needs and interest of students: 1. Competence in choosing activities that are suited to the needs, interests, growth and maturation level of the pupils. 59.3% 2. Knowledge of individual differences, needs, and interests of the students at this particular age level. 56.4%	32.38	35.02	0.9978
Adjusting to the many interruptions due to excusing and taking students from physical education classes: 1. Ability to implement a stringent and equitable policy regarding the acceptance of excuses for medical reasons. 66.7%	24.67	42.95	0.9229
Providing opportunities for creative experiences: 1. Skill in developing the attitude and confidence necessary for students' creative expression. 61.9% 2. Knowledge of the opportunities for creative expression in physical education. 60.4%	25.11	39.65	0.8987

The President's Council on Physical Fitness and Sports, in cooperation with others of the aforementioned groups, has conducted nearly 100 fitness clinics during the past 13 years. Over 120,000 physical educators, physicians, teachers, administrators, fitness personnel and recreation leaders have participated in these clinics. Master teachers and coaches conduct the sessions which cover a variety of fitness-producing activities, exercises, and sports.[1]

The American Alliance for Health, Physical Education, and Recreation, also in cooperation with others, has provided inservice education opportunities for hundreds of professional persons and students concerning projects and programs of outdoor education, lifetime sports, physical education and recreation for the handicapped, women's athletics, movement education, dance, and numerous others.[2]

Professional Organizations

Many organizations give structure and leadership to professional functions and service. Membership is voluntary. The groups are financed through dues and directed by their own members. There is no Federal assistance or support although some organizations may qualify by application for specific research grants or project funds and may carry out the contracts by assignment to members.

Some of the organizations providing leadership in the program are:

- The American Alliance for Health, Physical Education and Recreation (AAHPER), Membership approximately 50,000. Purpose: To improve the quality of life through instruction and administration of education services in health, leisure and movement related activities.

  The AAHPER is made up of seven associations:

  - American Association for Leisure and Recreation Services
  - American School and Community Safety Association
  - Association for the Advancement of Health Education
  - Association for Research Administration and Professional Councils and Structures
  - National Association for Girls and Women in Sport
  - National Association for Sport and Physical Education
  - National Dance Association

1/ PCPFS. Publications; Appendix P; United States of America File #6

2/ AAHPER. Publication; United States of America File #4.

The AAHPER conducts many projects, holds State district and National meetings on an annual basis and publishes guides, manuals journals, books and educational media covering a broad range of subject matter fields related to health, physical education and recreation.[1]

There are many additional organizations which provide a high quality of professional service to schools, colleges and universities, youth organizations and sports groups.

American Academy of Physical Education

American College of Sports Medicine

Council of City and County Directors of Health, Physical Education and Recreation, AAHPER

National Association for Physical Education of College for Women

National College Physical Education Association for Men

National Recreation and Parks Association

Society of State Directors of Health, Physical Education and Recreation

Special interests in academic fields serve as the nucleus for many organizations which consider the psychology, sociology, anthropology or other aspects of sport, games, play, dance, or some other form of expression under the title of physical education and sport.

Professional Publications

Professional persons who write for the fields of physical education and sport and publishers who distribute professional materials make available a wealth of subject matter on content and methods in all activities at all levels.

1/ Publication List, American Alliance for Health, Physical Education and Recreation, AAHPER; United States of America File #4.

7. Facilities and Equipment

Elementary schools built in the last 20-25 years have multipurpose rooms or gymnasiums. Most have outdoor play areas of grass or surfaced plots, or they may have both. Most have installed equipment such as rings, ladders, and bars. Some have various pieces of equipment which call for climbing up, over, around or through or for swinging, or handing, or balancing. There may be an established sequence for the uses, or the objects may be used for free play and individual expression through creativity. Some of the new type playgrounds are called adventure playgrounds, some are more related to obstacle courses.

Junior high schools have gymnasiums outside play areas and sometimes swimming pools. Until recently, the buildings were constructed with separate gymnasiums for boys and girls. Current programming sometimes schedules the gymnasium for shared usage. The dressing rooms were planned for separate use, are used that way, and will continue in separate use in the future. Schools in the northern States usually have more indoor facilities than do those in the southern States. In some States with intense sunshine part of an outdoor area is protected with a sun roof; in some areas of frequent rainfall an outdoor area is covered with a shelter roof.

High schools usually have gymnasiums and outside sports areas and athletic fields. Some have swimming pools, either indoor or out.

Some schools use local commercial or community facilities on a regular or occasional basis by arrangement or contract. The facilities most often used are swimming pools, but arrangements extend to bowling alleys, roller rinks, ice skating rinks, skiing areas and lifts and some others.

Most States have facilities planning services for physical education, recreation, sport and athletics in conjunction with other school building plans. Many distribute charts and diagrams to school districts and teachers. Typical of such materials are the many on all phases of facilities construction and field and floor plans for activities as distributed by the State departments of education in California and Florida.[1,2]

1/ Publications, California State Department of Education; United States of America File #3b

2/ Florida State Department of Education Bulletins; United States of America File #3c

The American Alliance for Health, Physical Education and Recreation (formerly the American Association for Health, Physical Education and Recreation; references are listed in the name that existed at the time of publication) has conducted several working conferences on facilities and has produced excellent publications on various types of indoor and outdoor areas and equipment:

Facilities for colleges range from inadequate to commodious and aesthetic. Dance studios, swimming pools, saunas, special exercise and therapy rooms, research and experiment rooms, courts for tennis and other racket sports, swimming pools with diving areas, running tracks with synthetic serface, playing fields with lights and with or without artificial grass surfaces exist at colleges and universities. Some schools have many facilities; some have few. Some are making marked progress by adding a significant feature to the total development each year or two.

There are several organizations which give professional service on school building construction. Services may be toward ends that are architectural, utilitarian, aesthetic, durable, convertible, or multi-purpose. The counsel given is usually available without cost. Two organizations which give help on facilities are:

Council of Educational Facilities Planning
Dwayne Gardner, Executive Secretary
29 W. Woodruff Avenue, Columbus, Ohio 43210

Educational Facilities Laboratory
Harold B. Gores, President
477 Madison Avenue, New York, N.Y. 10022

The United States Department of Health, Education, and Welfare has prepared a manual which serves as a directive for preparing lists and classifications of facilities.[2]

Additional information about facilities has been included below in the section on Sport in Schools.

1/ Dance Facilities, 1972; Dressing Rooms, 1972; College and University Facilities Guide, 1971; Planning Areas and Facilities for HPer, 1970; Equipment & Supplies for Athletics, Physical Education and Recreation, 1970; American Association for Health, Physical Education and Recreation; United States of America File #4

2/ Higher Education--Facilities Inventory and Classification Manual, 1973, Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D.C., 1974, Code #1974 546-474/2017; United States of America File #1

A special effort has been made to prepare areas for the handicapped. Physical education facilities along with general campus planning include ramps or elevators and dressing and toilet areas to accommodate wheelchairs. Door knobs, railings and flat floor areas and halls have knurled or scored surfaces to alert and guide the blind. Swimming pools have ramps and rails for the handicapped. Some high schools and several colleges and universities prepare themselves especially with educational provisions for the handicapped. Several recent legislative acts require that recipients of Federal funds for construction or remodeling make provision for the needs of handicapped persons.

Most States have schools for the blind where facilities have particular guides such as rails, cords, and other features as leads for the nonseeing.

Some parks and recreation areas have special guide ropes and rails for the blind. Although not for children alone the Muir Woods National Park in California is an excellent example of thought and care in planning. A hand guide rail, signs in braille, and lead lines to the features to be felt, or directions to hear or smell lead the blind along a nature trail of great interest and beauty.

8. Research

Historical Orientation and Background

Research pertaining to physical education in the U.S. began with physicians in colleges and universities in the 1860's at the time of the Civil War. In 1885 the Association for the Advancement of Physical Education presented research papers for the first time. Several organizations gave impetus to such studies and in 1928 the Research Section of The American Association for Health, Physical Education, and Recreation came into being. It began the Research Quarterly (reports) in 1930, and has continued to the present with professional work, annual meetings and reports, and publications.

Physical education and related research grew after World War I. Background sciences and pedagogy prepared the necessary staff and produced the interest in the fields related to physical education and sport. Graduate studies and research laboratories were developed.

The Research Council of the AAHPER was founded in 1942. It is a working organization of 222 members whose affiliation is based upon qualification. Members serve as associate editors of the Research Quarterly. The Council has written and published a text, Research Methods in Health, Physical Education, and Recreation (1949, 1959, 1973); produces an annual volume, Completed Research in Health, Physical Education, and Recreation,[1] and has prepared the Encyclopedia of Physical Education which is now being printed. The Research Council has annual meetings.

Sports medicine, as a field of professional endeavor, is represented in the United States of America by a membership of over 5,000 in the American College of Sports Medicine which holds annual scientific meetings, publishes a quarterly journal, Medicine and Science in Sports, and has published Encyclopedia of Sports Sciences and Medicine.

Scope of Research

Some attention is given to physical activity for optimal education; other studies relate to the effects of exercise on the organism in its aspects or totality. The areas of research include exercise physiology, circulatory-respiratory endurance, energy cost, fat reduction, psychological maturity, flexibility, strength, endurance, body composition, physique, methods, motivation, and sports sociology and psychology, to name but a few.

Most research is performed with human beings as subjects. The experiments are fully moral and ethical. They are usually exercise oriented, or are experiments or investigations which are monitored with such instruments as tensiometers or dynamometers. Other research relates to physiological response to exercise, growth and development, somatotype, anthropometry, kinesiology, or learning. Proper statistical analysis and appropriate tests of significance are made often with the use of electronic computers.

Some Identified Research

Examples of studies, intensive and extensive, which have been concentrated over a period of several years:

Muscular Strength and Endurance in Man. 1966-----
cable tension strength test, muscular fatique, muscular endurance
H. Harrison Clarke, University of Oregon

Physical and Motor Tests; Medford Boy's Growth Study. 1971
12-year study on maturity, physique size, etc., and athletic ability in interschool competition.

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[1] Published by the American Alliance for Health, Physical Education, and Recreation; United States of America File #4.

Harvard Fatigue Laboratory: Its History and Contributions.
1974. A record of the work 1926 to 1946
Steven M. and Elizabeth C. Horvath
University of California, Santa Barbara

Evaluation and Regulation of Body Build and Composition. 1974
changes in body build and composition
variations among athletics in sports
overweight and underweight conditions
Albert R. Behnke, San Francisco Medical Center and
Jack R. Wilmore, University of California, Davis

Physical Activity and Health: An Epidemiological Study of
An Entire Community. 1975
physical activity and physical fitness
maintenance of health and occurrence of disease
Henry J. Montoye, University of Tennessee

The Motor Domain and Its Correlates in Educationally
Handicapped Children. 1976
effects of special programs on growth, performance and
development of educable mentally retarded
G. Lawrence Rarick, University of California, Berkeley

Endurance of Young Men, 1945, and Improving the Physical Fitness of Youth, 1964, both a monograph of the Society for Research in Child Development; Physical Fitness of Champion Athletes, University of Illinois Press, 1951; and The Physiological Effects of Exercise Programs on Adults, Charles C. Thomas Publisher, 1969; all authored by Thomas K. Cureton, University of Illinois

Researchers

Many experienced and mature researchers in the research fields have made and are making contributions. Professional persons in their early years are attaining research productivity. Many are using specialized tools and sophisticated devices to realize the needs of applicable and interpretable research.

Research Publications and Reviews

Among the research periodicals and reviews are the following:

Research Quarterly, AAHPER
Medicine and Science in Sports, American College of Sports Medicine
Prentice Hall International Research Monograph Series in Physical Education

Science and Medicine of Exercise and Sport
1st edition 1960; end edition 1974
Harper and Row
Exercise and Sport Sciences Reviews
three volumes 1973, 1974, 1975
Academic Press
Physical Fitness Research Digest
President's Council on Physical Fitness and Sports[1]
Annotated Research Bibliography in Physical Education, Recreation and Psychomotor Function of Mentally Retarded Persons, AAHPER
Microfilm Publications in Health, Physical Education, and Recreation[2]
doctoral dissertations and masters' thesis on microfilm and microfiche, dating from 1949, initiated by H. Harrison Clarke

Information Retrieval

ERIC--Educational Resource Information Center
a national system
one of the 16 ERIC Clearinghouses for teacher education includes health, physical education, and recreation.

Physical Fitness/Sports Medicine Information Service

planned by National Library of Medicine with other cooperating bodies as a computer based retrieval system.

Research Financing

funding usually by colleges and universities in support of their own faculty and students in research.[3]

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[1] "Physical Fitness Research Digest" President's Council on Physical Fitness and Sports; United States of America File #6

[2] Microfilm Bulletins; University of Oregon; United States of America File #7

[3] Clarke, H. Harrison, Research Professor Emeritus, Department of Physical Education, University of Oregon, Eugene, Oregon 77403; "Physical Education and Sport in the Education of Youth, Research in the United States of America," Appendix I

9. Evaluation

Evaluation of physical education programs, teacher competency, and individual student achievement takes place at all levels and in many different forms.

a. Program Evaluation

(1) U.S. Office of Education National Diffusion Network.

The U.S. Office of Education has established a National Diffusion Network to promote the replication of exemplary programs and practices relating to various concepts, subject fields, and forms of educational administration. Successful physical education endeavors are included. The Office provides funds to Developer-Demonstrator Projects. These are local school districts, the initiators and developers of the innovative and examplary ideas, procedures, and materials of instruction. Federal funds are also allocated to Facilitator Projects. A Facilitator is a local school district that assists another school or school district to become aware of the program and services of the Developer-Demonstrator and to obtain the training and necessary materials to replicate the project. Small sums are available to the replicator to install the newly-adopted project. Developer-Demonstrators are projects which have presented substantial evidences of program effectiveness and student achievement to the Joint Dissemination Review Panel of the U.S. Office of Education and the National Institute of Education. Evaluative materials must meet the panel's criteria in order for the project to be endorsed for national dissemination. At the present time, three physical education projects are included among those which have been accepted by the Joint Dissemination Review Panel.

Project Hope—Health and Optimum Physical Education is an exemplary project in elementary school physical education located in Ocilla, Georgia. A description of this project of the Office of Education is in the publication, Educational Programs that Work[1] and the Office of Education periodical, American Education.[2] During the year and one-half in which Project Hope has functioned as a Developer-Demonstrator, it has assisted more than 250 schools in 18 States to install a similar program. The State of Utah which has one of the Facilitator Projects has replicated Project Hope in over 40 schools.

1/ "Project Health and Optimum Physical Education," Educational Programs That Work, National Diffusion Network, United States Office of Education; Appendix J

2/ "Project Hope: Every Child a Winner"; United States of America File #1

Project Active--All Children Totally Involved in Vigorous Exercising is an exemplary program of physical education for the handicapped located at Ocean Township Elementary School, Oakhurst, New Jersey. This project also has been certified as a Developer-Demonstrator Project.[1] Project Active has been included in the diffusion network only since July 1975 and has reached seven States and about 50 school districts. In its three-year existence prior to its inclusion in the National Network, the project trained about 600 teachers in programs affecting 15,000 children within the State of New Jersey.

Project Adventure--Referred to on page 24

(2) State Validated Projects

An adjunct of the National Diffusion Network functions at the State level in a program of identification, validation, and dissemination (IVD). Stemming from the same Federal program designed to foster exemplary practices, the IVD process enables the State Education Agency (SEA) to validate successful practices and promote their dissemination. The SEA arranges for a validation team to visit a project and evaluate it, applying rigorous criteria. Several physical education projects have been validated through this procedure. An elementary school project which emphasizes physical fitness in Pullman, Washington, has received national attention. State-validated projects may be submitted to the Joint Dissemination Review Panel for evaluation and thus qualify for national dissemination.

(3) Demonstration Center Schools, President's Council on Physical Fitness and Sports (PCPFS)

The PCPFS, working with State education agencies (SEA), recognizes outstanding school programs of physical education in which physical fitness is given attention. The SEA establishes the criteria, (building on minimal fitness requirements established by the PCPFS), selects the schools, and certifies them to the Council. The PCPFS recognizes the school by means of congratulatory letters from the Consultant to the President on Physical Fitness and Sports addressed to the Chief state school officer, the local superintendent of schools, and the principal of the school. The Council also disseminates the list of current demonstration centers and encourages interested persons to visit the sites to observe superior physical education programs in action and to get answers to their questions about staffing, scheduling, programming, facilities, and budgets.

1/ "Project Active: All Children Totally Involved in Vigorous Exercising" Educational Programs That Work, National Diffusion Network, United States Office of Education; Appendix K; United States of America File #1

The PCPFS awards each Demonstration School a distinctive pennant which may be flown on the flagpole during the year.

Currently, there are 158 demonstration center schools in 27 States.

(4) Accrediting Associations

Several regional accrediting associations have functioned over a period of years to encourage high standards in school and college programs. The criteria for accreditation apply to the school or institution as a whole and include portions relating to the physical education program. One of the important features of this process is the self-evaluation that takes place in preparation for the visit of the accrediting team.

The Association of Colleges for Teacher Education is the accrediting body for teacher-preparation institutions. The evaluative instruments include items on the preparation of teachers of health education and of physical education as well as the preparation of recreation personnel.

(5) State Accreditation

Most States have procedures for encouraging elementary and secondary schools to meet established standards through State-level accreditation. The criteria are usually established jointly by State and local school officials and other specialists in educational administration and evaluation. School programs of physical education are considered within the context of the total school situation. To be recognized as an SEA-accredited school is a matter of local pride and prestige. In some States accreditation affects the eligibility of the school for certain State funds and, also, the acceptance of high school graduates or their status in some colleges or universities.

(6) State Program Evaluative Materials

Some States have developed specific physical education evaluative criteria which can be used by the school or local school district for self-evaluation and program improvement. Such criteria may also be used by supervisors or consultants in physical education on the staff of the State education agency in working with local schools. Usually these evaluative instruments are developed cooperatively by State and local school officials and representatives of State and local professional organizations.

Examples of State evaluation are:

California State Department of Education[1]

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[1] Materials under these titles; United States of America File #3b.

Criteria for Evaluating the Physical Education Program, Grades K-6

Criteria for Evaluating the Physical Education Program, Grades 7-9

Criteria for Evaluating the Physical Education Program, Senior and Four-Year High Schools

Criteria for Evaluating the Physical Education Program, Junior College

Florida State Department of Education

Florida Accreditation Standards[1]

b. Teacher Evaluation

Efforts to evaluate teacher performance are not as advanced or sophisticated as some of the methods of program evaluation. There is, however, a growing interest in the subject. The concept of accountability of teachers, administrators and other school personnel for their respective responsibilities in helping students to learn and develop is gaining increased attention.

The processes of evaluation of pupil achievement, described in the next section, have heavy implications, of course, for teacher efficiency. There are, however, the stirrings of interest in more direct forms of appraisal. The competency-based process of teacher, preparation, described in Section 6. Professional Preparation, is beginning to be applied to teacher certification and selection. In addition, the statement of educational outcomes for students in the form of performance objectives tends to focus increasing attention upon the appraisal of the teacher's role as a facilitator of learning.

c. Evaluation of Student Needs and Achievement

The process of "needs assessment," a taking stock and establishing of priorities according to demands and opportunities is considered to be an imperative in education by many educators. Important individual and societal needs are recognized in the aims and objectives of physical education.

1/ "Florida Accreditation Standards"; United States of America File #3c.

Data from health surveys, morbidity and mortality tables give us specific information, for example, as noted earlier, 30-40% of children are overweight, 15-25% of children are obese, heart desease is the greatest cause of death, and chronic fatigue, low back pain are common conditions. Many of these conditions could be obviated by early exercise and good health education and physical education; some may be remedied. The existence of the conditions suggests the need for program objectives which, through measurement and evaluation, would tell how well the objectives were being accomplished.

Among the ways that individual progress and achievement are evaluated are the following (See also above, under 4. Methods):

(1) Performance Objectives. During the last five to ten years, much national interest has been manifested in the need to express educational outcomes in terms that are measurable or observable. Many States are revising their requirements and their instructional materials to include student performance measures. A large number of physical education experiences can be analyzed and statements can be made of anticipated performance outcomes. Determination of the extent to which individual students attain such outcomes is a direct form of evaluation.

(2) Contracts. The method of contract teaching, described earlier, enables both teacher and student to establish specific performance objectives and to determine how well and when the student has met them.

(3) Tests. An array of tests of skill and physical performance measures are available to physical educators. Tests of cognitive learning are available, but many physical education teachers construct their own knowledge tests. The American Alliance for Health, Physical Education and Recreation has developed a series of sports skill manuals containing national norms for boys and girls ages 10-18 in archery, basketball, football (boys only), softball and volleyball. The AAHPER also has a publication, Knowledge and Understanding In Physical Education, that includes a body of knowledge on physical education and a chapter on teacher-made tests.

There are tests of the more subtle elements, such as self-concept, social awareness and other qualities but these are used mainly by the researcher and graduate student. Teachers in the day-to-day job rely mainly upon empirical evidence and subjective observation of student behavior for appraisals of this kind.

(4) Records. To have accurate evidence of changes in growth, performance, or behavior, clear and consistent records are maintained by many teachers and administrators. There seems to be an increasing understanding of the necessity of maintaining adequate records in conjunction with the evaluative procedures mentioned above.

(5) Proficiency Examinations. In some secondary schools and a growing number of colleges and universities, students are permitted to take a proficiency examination in lieu of a required course or unit of physical education. The examination includes the skills and knowledges that most students are expected to attain during that course or unit. If the student passes the proficiency exam the requirement is waived. Usually, the student is expected to elect some other activity or engage in regular exercise. Swimming is an example of an activity in which a certain degree of proficiency is often required in colleges and which requirement may be met by qualifying through an examination.

(6) The AAHPER Youth Fitness Test. This test merits special mention as it is the most significant evaluative instrument used for elementary and secondary school students.[1] The Research Council of the American Alliance for Health, Physical Education and Recreation, developed this seven-item test in 1958. Under the auspices of the AAHPER and the University of Michigan it was administered to a national sample of youth, ages 10 through 17, and national norms were established. The test was again administered to a representative national sample in 1964-65 by the University of Michigan under a grant from the U.S. Office of Education. The same project director and similar sampling and administrative techniques were used in the second test as were employed in the first. New norms were determined and valid comparisons over the seven-year period were made. The test (with minor modifications and reduced to six items) was administered in 1975 under the same conditions by the same project director through a contract made with the University of Michigan by the U.S. Office of Education. This time results of three tests over a 17-year time span were compared.

The current, 1975, norms and comparative data are presented.[2] One interesting note, the new norms are provided for boys and girls jointly as well as for each sex separately.

Encouraging improvements in fitness levels of American children and youth were made between 1958 and 1964-65. One test for girls, the flexed arm hang, was new in 1964-65 and not included in the 1958 survey. The other six items for girls were the same. Using the 5% level of significance as the criterion, 39 out of a total of 48 comparisons were significantly higher in the second test. In most of the remaining nine comparisons, gains were made but were not statistically significant. In the case of boys, all seven items

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1/ Youth Fitness Test Manual, AAHPER; United States of America File #4e

2/ AAHPER Youth Fitness Test Norms, 1975, and Comparisons, Appendix L of the 1964-65 and 1958 tests were comparable. Again, at the 5% level of significance, 54 out of 56 comparisons were greater in favor of the second test. There are probably several reasons for the gains. More schools were using fitness tests, and especially the AAHPER test in 1964-65 than in 1958. Probably the most important reason is that the second test was given at the time when schools were still feeling the influence of President Kennedy's interest in physical fitness and were reflecting the work of his Council on Physical Fitness and the positive response of school officials and physical educators. The gains in achievement are paralleled by increases in time and intensity of school physical education programs as shown in the Office of Education study, Physical Achievement and the Schools.[1]

No such gains are shown between the second and the third tests. The norms for 1975 are about the same as those for 1964-65. Among the 40 comparable scores on the boys test, in only one is there a significant difference at the 5% level and this one shows a decrease in 1975. In the case of the girls' scores, only seven out of 40 comparisons show significant gains at the 5% level. One shows a loss in 1975. Four of the seven gains are in the 660 yard dash test (for 13, 14, 15 and 17 year old girls), apparently reflecting a bit more interest in endurance type activities for girls in recent years. A more complete analysis is given in Appendix L.

The lack of improvement in the 10 year interval between the second and third test probably has no simple explanation. Two plausible reasons may be conjectured. One is that the national interest engendered by John F. Kennedy's support of physical fitness has reached a plateau as far as school programs are concerned. The fitness may be maintained but not increased. Another reason is that there may be a drop-off in school physical education programs due to economic conditions.

One possible, but improbable, explanation is that American youth came close to their fitness potential in 1964-65 and, therefore, should not be expected to show appreciable increases. It may be that with the continuous inroads of soft living youth did well to maintain the gains shown in 1964-65.

1/ U.S. Department of Health, Education, and Welfare, Office of Education. Physical Achievement and The Schools; Op. Cit., United States of America File #1

(7) Presidential Physical Fitness Award. In 1961, the AAHPER made its test available to the President's Council on Physical Fitness. The Council has included the test descriptions and norms in its manual, Youth Physical Fitness - Suggestions for School Programs.[1]

The two organizations collaborated in 1965 to initiate the Presidential Physical Fitness Award. To earn this highest U.S. fitness award, a young person - boy or girl between the ages of 10 and 17, must score at or above the 85th percentile (based on the national norms) on each of the six test items. Tests are administered by school physical education staff members or by professional personnel in Boys Clubs, YMCAs, athletic clubs, and other agencies. Each boy or girl who qualifies receives a certificate signed by the President of the United States and is eligible to wear a distinctive badge. Approximately 12 million young people took the youth fitness test during the school year 1974-75 and nearly 342,000 of them qualified for the Presidential Award. The cumulative number of qualifiers for the award during the past 10 years is 2,179,886. More girls (1,261,942) than boys (917,944) earned this distinction.

(8) AAHPER Fitness Awards. The AAHPER provides recognition for boys and girls who qualify at elementary, junior high school and senior high school levels. Awards are two types, standard for achieving at the 50th percentile in all six items and merit for reaching the 80th percentile in all six items. Distinctive certificates and badges constitute the awards in each case. A Progress Award Certification is also attainable by physically limited students.

An adaptation of the AAHPER Youth Fitness Test was developed in 1968 for mentally retarded boys and girls, ages eight to 18 and national norms were established. Special Gold and Silver emblems, representing two levels of proficiency, may be earned.

d. Public Surveys

A practical type of evaluation of school programs may be indicated by public interest and support, especially in willingness to approve school bond sales or increases in taxes. Special surveys may also be illuminating. Examples:

(1) National Adult Physical Fitness Survey. Using sophisticated sampling techniques, the Opinion Research Corporation of Princeton,

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1/ Youth Physical Fitness - Suggestions for School Programs; President's Council on Physical Fitness and Sport; United States of America File #6.

New Jersey, conducted a personal interview research survey for the President's Council on Physical Fitness and Sports in 1972. Results of the representative sample were extrapolated for the National adult population.

Among the highlights:

. 45% of adult Americans (roughly 49 million of 109 million) do not engage in physical activity for the purpose of exercise.

These sedentary persons tend to be older, less well educated, and less affluent than those who do exercise.

. Of the 60 million adults who do exercise, nearly 44 million walk for exercise, 18 million ride bicycles, 14 million swim, 14 million do calisthenics, and 6.5 million jog. Only about one-half of the walkers and relatively few of the cyclists, swimmers, or joggers come up to the PCPFS standard of "regular" exercise.

. More than two-thirds of the adults who participated in sports in school and/or college exercise now; fewer than one-half of those persons who did not participate in sports exercise now.

. The persons least likely to be exercising now are those who did not have physical education in school or college; conversely, people who participated in physical education are more likely to exercise than those who did not.

. Ninety percent of American adults favor having physical education in elementary schools, only 4% are flatly opposed to physical education; 91% support physical education in secondary schools and in college.

. Of the 75 million adult Americans who have had physical education, more than 65 million think it was beneficial. Approximately 1.1 million persons think it was "bad" for them. Another 9.8 million feel it "made no difference," or they have no opinion on the subject.

B. Sport in the Schools

Sport programs in schools are generally considered to be an extension of the physical education programs. Sports provide a laboratory wherein students may apply and enjoy the skills, the sportsmanship and other desirable ways of being that are taught in physical education. The Society of State Directors of Health, Physical Education, and Recreation consider two major kinds of sports programs, extra-class activities and interscholastic activities.[3]

Extra-class activities include intramurals, extramurals, sports clubs and recreation activities. Intramural sports are competitions that are carried on among groups or units within the school, college or university.

Extramurals are competitions carried on among groups or units of one institution with those of other institutions. Such competition is informal and the units may represent several levels of ability. There is a heavy emphasis on the social outcomes.

Sports clubs are groups whose members wish to advance their skills, understandings and opportunities to participate in a particular sport.

Recreation activities provide informal opportunities for sports participation often on a "drop-in" basis. Games and other competitive activities are usually spontaneous or minimally organized. Other sports for both individuals and groups are made available for voluntary participation.

Interschool athletics provide opportunity for selected well-skilled athletes representing one school, college or university to compete against similar individuals or teams representing other institutions. Such competition is characterized by intensive training and coaching and a high degree of organization; usually team standings and championships are determined within leagues or conferences.

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[3] The Society of State Directors of Health, Physical Education and Recreation. Op.Cit. pp. 10-14; Appendix B; United States of America File #2

1. Aims and Objectives

The aims and objectives of extra-class and interschool activities are essentially the same. Both forms provide opportunities for learning and for healthful, enjoyable participation which are not available in the classroom or academic environment and which amplify the possibilities inherent in physical education instruction. Extra-class activities provide for enrichment of individual resources, social exchange, and wholesome competition on a voluntary basis usually below the level of excellence of interschool teams. Interschool and intercollegiate athletics provide similar values at a higher level of skill. These competitions offer learning opportunities for students, parents, and members of the community. The platform statement on *Athletics in Education* of the Americal Alliance for Health, Physical Education and Recreation lists the following objectives in athletics:

physical fitness
skill in movement
social development
recreation

These objectives are sought in varying degrees in school, college and university programs. Many educators and sportsmen stress the potential of athletics to deepen individual qualities that may carry over to other aspects of life. Among these are self-discipline, the subjugation of self-interest to achieve common goal, the ability to place victory or defeat in proper perspective, the pursuit of excellence, and the development of one's capabilities to their full.

Each of the types of participation attempts to meet the needs and interests of the largest possible member of students, both male and female. Schools, colleges, and universities try to offer a wide variety of sports for both sexes. Sports participation by girls and women has increased markedly. Problems regarding coaching, and administering, financing, and scheduling these programs have grown in recent years. These problems are being confronted and solutions are being worked out by sponsoring institutions.

2. Structure, Organization, Administration, Contents

a. Structure and Organization

(1) Extra-class activities. These activities are organized and administered by the individual schools. In elementary schools, intramural, extra-mural, and recreation activities are usually very informal and depend upon the resources of the school and community. One of the difficulties facing many elementary and secondary schools is that a large number of children are transported to and from school by bus. The need to schedule extra-class

activities within the limited school day in such schools is a problem and often results in fore-shortened opportunities for children who are transported by bus.

The extent of extra-class activities varies widely among schools and colleges. Some secondary schools and a large number of colleges and universities operate well-organized intramural programs that involve a large proportion of the student bodies. Information on the numbers of participants in the intramural, sports clubs, and recreation activities of secondary schools is not readily available. The sports governing bodies of colleges and universities maintain information on such programs and report it. As an example, the National Collegiate Athletic Association (NCAA) reports that its members sponsor more than 50 intramural sports. The number of institutions and the total participation are given for various sports. Basketball, the most popular intramural sport for men, is offered by 550 institutions of the NCAA and 362,375 men took part in 1971-72. The most popular intramural sport for women that year was vollyball, with 374 institutions offering it and 61,144 women participating. The NCAA also shows more than 50 different sports clubs sponsored by its members with participation by 86,000 men and women.[1]

(2) Interscholastic and Intercollegiate Athletics. Most secondary schools (usually beginning in grade 9) and colleges and universities conduct "athletic" programs which include several sports. In most cases the institutions belong to a league or similar organization, which sets regulations governing eligibility of players, competitive schedules, etc., and adopts official rules of play for each sport. In addition to local or regional organizations most secondary schools are members of a State high-school activities association which is directed by school officials, mostly secondary school principals. The State associations belong to the National Federation of State High School Associations. Full details of the operations of the Federation are presented in its 1974-75 Official Handbook, which provides a comprehensive overview of the secondary school athletics.[2] Most State associations publish handbooks or guides which give full information on their athletic programs. Among such publications are: Florida High

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1/ The Sports and Recreational Programs of the Nations Universities and Colleges, NCAA Report #4; United States of America File #8

2/ 1974-75 Official Handbook, National Federation of State High School Associations; United States of America File #8.

School Activities Association By-Laws, 1975;[1] New York State Public High School Athletic Association Handbook, 1975-76;[2] Virginia High School League Handbook, 1975-76.[3] Since athletics is a part of total education, State and local boards of education have ultimate authority. In some cases, these boards have developed strong policies and regulations on inter-scholastic athletics. For the most part, boards of education set a broad framework, employ the coaches and other personnel, provide some additional financing, but leave the day-to-day operations to the school staff and athletic associations.

Most colleges and universities belong to a regional organization, often called a "conference." There are some exceptions including major universities that operate independently. In addition to the athletic conference, there are athletic associations in which colleges and universities hold institutional memberships. The associations provide administrative and cooperative services and make national policies for their institutional members. Among the associations are the following:

National Collegiate Athletic Association
National Association for Intercollegiate Athletics
Association for Intercollegiate Athletics for Women
National Junior College Athletic Association

The responsibility for the athletic programs of the college or university rests with the board of supervisors, board of regents, or similar body. Some institutions have an athletic council made up of administrative officers, faculty, alumni and others. Most institutions employ a full time director of athletics, coaches and other personnel who are responsible to the president of the institution.

Beyond the governance of athletics, various professional associations recommend policies, standards, qualifications of personnel, and other aspects of high quality programs. Among such groups are:

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[1] Florida Activities Association By-Laws, 1975; United States of America File #3c.

[2] New York State Public High School Athletic Association Handbook, 1975-76; United States of America File #3f.

[3] Virginia High School League Handbook 1975-76; United States of America File #3h.

Society of State Directors of Health, Physical Education and Recreation
National Association for Girls' & Women's Sports, AAHPER
National Association for Sport and Physical Education, AAHPER
National Council of State High School Coaches' Associations
National Council of Secondary School Athletic Directors

Participation by boys and girls in 32 sports in high school in 1975 are shown in Source Document XIII. The survey was made by the National Federation of State High School Associations. Statistics in junior college participation are presented in Source Documents XIV and XV and data on intercollegiate participation by men in the 663 institutions of the National Collegiate Athletic Association (NCAA) are presented in Source Document XVI. Other information on intercollegiate athletic participation included in other parts of this report.[1,2,3]

Women's Programs

Complete information on participation in the fast-growing women's athletic programs is not available. The NCAA reports that in 1972 twenty-four sports for women were conducted by its member institutions and that participation had doubled during the previous five years. Over half of the 663 members sponsored some intercollegiate sports for women. Over half the reporting schools offered five or more sports and a few were offering ten or more. The figures for 1975-76 probably will be far in excess of those reported in 1972. Source Document XVII.

1/ Shaw, John, Op. Cit.; Appendix E

2/ National Junior College Athletic Association "Recognized Sports Participated in by Member Colleges, 1974-75"; United States of America File #8

3/ National Collegiate Athletic Association, Op. Cit.; United States of America File #8

11/74

1975 SPORTS PARTICIPATION SURVEY

Compiled by
THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS
400 Leslie Street - P. O. Box 98 - Elgin, Illinois 60120

Based on Competition at the Interscholastic Level

	BOYS		GIRLS	
	Number of Schools	Number of Participants	Number of Schools	Number of Participants
ARCHERY	8	128	253	3,548
BADMINTON	1,264	12,694	1,588	24,071
BASEBALL	14,680	409,510	16	423
BASKETBALL	20,011	688,690	11,654	307,608
BOWLING	780	9,588	789	9,982
CREW	36	116	-0-	-0-
CROSS COUNTRY	10,135	214,840	1,009	12,301
CURLING	940	6,151	336	3,164
DECATHLON	161	397	-0-	-0-
RILL SQUADS	30	900	50	2,500
ASTBALL	-0-	-0-	29	733
FENCING	91	1,394	64	671
FIELD HOCKEY	37	1,003	1,897	59,106
FOOTBALL - 11 man	14,281	1,011,809	-0-	20
8 man	621	14,568	1	12
6 man	180	3,771	-0-	-0-
12 man	627	41,573	-0-	25
flag	8	183	2	50
GOLF	9,998	135,813	2,173	17,956
GYMNASTICS	1,697	36,834	2,835	61,424
ICE HOCKEY	870	27,431	26	96
LACROSSE	232	5,810	82	3,018
PENTATHLON	50	75	-0-	-0-
RIFLERY	333	5,112	26	471
RUGBY	325	7,313	-0-	-0-
SKIING	631	11,584	315	7,341
SOCCER	3,356	98,482	409	10,717
SOFTBALL	205	3,457	5,081	110,140
SWIMMING	4,062	114,645	2,785	73,946
TABLE TENNIS	189	1,211	97	571
TENNIS	7,781	124,208	5,609	84,495
TRACK & FIELD (Indoor)	1,362	39,168	233	8,252
TRACK & FIELD (Outdoor)	17,102	667,974	10,387	299,215
VOLLEYBALL	2,583	43,050	8,610	198,313
WATER POLO	385	10,644	-0-	-0-
WEIGHTLIFTING	36	951	-0-	-0-
WRESTLING	9,130	319,048	-0-	-0-

National Junior College Athletic Association
1974-1975
Recognized Sports Participated in by Member Colleges

REGION		Baseball	Basketball	Bowling	Cross Country	Fencing	Football	Golf	Gymnastics	Ice Hockey	Judo	Lacrosse	Rifle	Skiing	Soccer	Swimming	Tennis	Track & Field (Out.)	Track & Field (Ind.)	Volleyball	Wrestling
I	20	18	20	0	8	0	11	12	1	0	1	0	1	1	0	3	13	12	2	2	12
II	22	19	20	0	2	0	1	11	1	0	1	0	0	0	3	0	9	4	1	0	4
III	29	16	29	11	15	0	1	22	0	2	0	5	4	9	24	6	14	12	1	4	18
IV	44	41	44	1	20	0	10	35	2	4	2	0	0	0	4	6	34	15	9	0	15
V	21	5	20	0	3	0	3	18	3	0	0	0	1	0	1	1	15	7	3	0	0
VI	23	21	22	0	12	0	11	19	0	0	0	0	0	0	4	0	16	20	11	0	6
VII	38	29	37	0	4	0	7	16	0	0	0	0	0	0	0	0	19	5	0	0	0
VIII	29	22	26	2	11	0	0	21	2	0	0	0	0	0	3	4	24	9	5	0	5
IX	19	4	19	0	5	0	0	17	0	0	0	0	2	0	1	0	9	4	4	2	4
X	33	17	32	1	6	0	3	25	0	0	0	0	0	1	3	0	24	5	1	0	0
XI	21	18	20	5	1	0	7	16	0	0	0	0	1	0	0	0	9	5	1	0	7
XII	32	20	32	10	27	0	1	29	3	4	0	0	0	0	10	7	22	15	10	1	15
XIII	35	25	35	3	12	0	21	29	0	7	0	0	1	2	3	0	26	16	8	0	17
XIV	22	12	20	3	0	1	6	16	1	0	1	0	0	0	1	3	17	4	0	2	0
XV	20	20	19	12	15	0	1	13	3	1	2	3	1	0	19	2	16	11	7	1	11
XVI	16	14	16	0	4	0	0	13	0	0	4	0	0	0	4	3	8	4	4	0	4
XVII	43	25	38	0	5	0	0	20	0	0	0	0	0	0	5	0	22	10	3	0	0
XVIII	14	10	14	0	11	1	3	11	0	0	1	0	0	2	1	0	6	13	4	0	10
XIX	28	20	28	0	15	0	0	20	0	2	0	0	0	2	17	4	20	9	5	0	14
XX	30	26	30	2	12	0	5	20	2	0	0	3	2	0	18	4	14	13	7	1	9
XXI	24	23	24	2	5	0	1	14	1	9	0	1	0	3	15	0	12	3	1	0	0
Totals	563	405	545	52	193	2	92	397	19	29	12	12	13	20	136	43	349	196	87	13	151

68,873 JUNIOR COLLEGE STUDENTS ENGAGED IN BASKETBALL

The National Junior College Athletic Association announced the results of its first Sports Participation Survey. The sport of basketball was the most popular with junior college students as a total of 68,873 participants in the three categories covered in the survey. Basketball was closely followed by Volleyball with 56,401 participants; Bowling with 50,351, and Football with 40,690.

George E. Killian, Executive Director of the NJCAA, whose office conducted the survey, stated: "This initial survey of our membership points out the potential impact that our intercollegiate, intramural, and physical education programs will have in the field of sports in the years to come. The phenomenal growth of junior colleges throughout the nation will continue to escalate this impact on the American sporting scene."

SPORT		*PARTICIPANTS*
ARCHERY	NJCAA (Intercollegiate)	35
	NJCAA (Physical Education Program)	30,311
	NJCAA (Intra-murals)	2,983
BADMINTON	NJCAA (Intercollegiate)	56
	NJCAA (Physical Education Program)	30,860
	NJCAA (Intra-murals)	5,032
BASEBALL	NJCAA (Intercollegiate)	4,561
	NJCAA (Physical Education Program)	4,694
	NJCAA (Intra-murals)	1,804
BASKETBALL	NJCAA (Intercollegiate)	4,359
	NJCAA (Physical Education Program)	34,784
	NJCAA (Intra-murals)	29,730
BOWLING	NJCAA (Intercollegiate)	1,133
	NJCAA (Physical Education Program)	40,003
	NJCAA (Intra-murals)	9,215
BILLIARDS	NJCAA (Intercollegiate)	20
	NJCAA (Physical Education Program)	1,968
	NJCAA (Intra-murals)	1,303
BOXING	NJCAA (Intercollegiate)	17
	NJCAA (Physical Education Program)	445
	NJCAA (Intra-murals)	33
CANOEING	NJCAA (Intercollegiate)	8
	NJCAA (Physical Education Program)	2,118
	NJCAA (Intra-murals)	73
CREW	NJCAA (Intercollegiate)	20
	NJCAA (Physical Education Program)	—
	NJCAA (Intra-murals)	—
CROSS COUNTRY	NJCAA (Intercollegiate)	1,442
	NJCAA (Physical Education Program)	1,103

CURLING	NJCAA (Intra-murals)	1,377
	NJCAA (Intercollegiate)	—
	NJCAA (Physical Education Program	385
FENCING	NJCAA (Intra-murals)	—
	NJCAA (Intercollegiate)	222
	NJCAA (Physical Education Program)	3,727
FIELD HOCKEY	NJCAA (Intra-murals)	429
	NJCAA (Intercollegiate)	508
	NJCAA (Physical Education Program)	5,402
FOOTBALL	NJCAA (Intra-murals)	1,194
	NJCAA (Intercollegiate)	3,043
	NJCAA (Physical Education Program)	18,884
GOLF	NJCAA (Intra-murals)	18,763
	NJCAA (Intercollegiate)	1,976
	NJCAA (Physical Education Program)	33,322
GYMNASTICS	NJCAA (Intra-murals)	2,902
	NJCAA (Intercollegiate)	710
	NJCAA (Physical Education Program)	11,283
HANDBALL	NJCAA (Intra-murals)	370
	NJCAA (Intercollegiate)	—
	NJCAA (Physical Education Program)	7,654
HORSESHOE PITCHING	NJCAA (Intra-murals)	1,901
	NJCAA (Intercollegiate)	—
	NJCAA (Physical Education Program)	1,000
ICE HOCKEY	NJCAA (Intra-murals)	712
	NJCAA (Intercollegiate)	127
	NJCAA (Physical Education Program)	170
JUDO	NJCAA (Intra-murals)	660
	NJCAA (Intercollegiate)	35
	NJCAA (Physical Education Program)	2,237
LACROSSE	NJCAA (Intra-murals)	542
	NJCAA (Intercollegiate)	201
	NJCAA (Physical Education Program)	425
SAILING	NJCAA (Intra-murals)	290
	NJCAA (Intercollegiate)	40
	NJCAA (Physical Education Program)	799
SHOOTING (RIFLE)	NJCAA (Intra-murals)	95
	NJCAA (Intercollegiate)	214
	NJCAA (Physical Education Program)	1,551
SHUFFLEBOARD	NJCAA (Intra-murals)	826
	NJCAA (Intercollegiate)	—

	NJCAA (Physical Education Program)	1,534
	NJCAA (Intra-murals)	132
SKIING	NJCAA (Intercollegiate)	12
	NJCAA (Physical Education Program)	3,293
	NJCAA (Intra-murals)	834
SOCCER	NJCAA (Intercollegiate)	1,505
	NJCAA (Physical Education Program)	12,231
	NJCAA (Intra-murals)	2,410
SOFTBALL	NJCAA (Intercollegiate)	52
	NJCAA (Physical Education Program)	21,102
	NJCAA (Intra-murals)	16,461
SQUASH	NJCAA (Intercollegiate)	---
	NJCAA (Physical Education Program)	—
	NJCAA (Intra-murals)	35
SWIMMING	NJCAA (Intercollegiate)	377
	NJCAA (Physical Education Program)	19,549
	NJCAA (Intra-murals)	2,746
TENNIS	NJCAA (Intercollegiate)	1,522
	NJCAA (Physical Education Program)	20,602
	NJCAA (Intra-murals)	3,843
TABLE TENNIS	NJCAA (Intercollegiate)	30
	NJCAA (Physical Education Program)	7,554
	NJCAA (Intra-murals)	4,920
TRACK & FIELD	NJCAA (Intercollegiate)	3,238
	NJCAA (Physical Education Program)	7,134
	NJCAA (Intra-murals)	3,303
TRAP SHOOTING	NJCAA (Intercollegiate)	10
	NJCAA (Physical Education Program)	80
	NJCAA (Intra-murals)	25
VOLLEYBALL	NJCAA (Intercollegiate)	570
	NJCAA (Physical Education Program)	45,276
	NJCAA (Intra-murals)	7,555
WATER POLO	NJCAA (Intercollegiate)	12
	NJCAA (Physical Education Program)	646
	NJCAA (Intra-murals)	521
WEIGHTLIFTING	NJCAA (Intercollegiate)	6
	NJCAA (Physical Education Program)	12,168
	NJCAA (Intra-murals)	1,232
WRESTLING	NJCAA (Intercollegiate)	1,787
	NJCAA (Physical Education Program)	7,769
	NJCAA (Intra-murals)	54

USA Source Document XVI

The Sports and Recreation Programs of the Nation's Universities and College

National Collegiate Athletic Association, Report No. 4, 1974, page 5.

table no. 1—men's intercollegiate athletics and participants

Competitive Classification	Class A 119 Institutions		Class B 75 Institutions		Class C 48 Institutions		Class D 92 Institutions		Class E 179 Institutions		Class F 150 Institutions		Totals for 663 Institutions	
	Number Institutions	Number Participants	Number Institutions	Number Participants	Number Institutions	Number Participants	Number Institutions	Number Participants	Number Institutions	Number Participants	Number Institutions	Number Participants	Total Institutions Participating	Total Number Participants
Baseball	115	4,708	72	2,531	43	1,089	83	3,215	171	4,809	132	3,135	616	19,487
Basketball	118	3,359	75	1,996	47	1,120	91	2,476	178	4,443	149	3,366	658	16,760
Bowling	3	29	3	30	7	67	3	30	6	52	21	212	43	420
Crew	21	1,479	6	330	8	222	4	83	6	173	11	355	56	2,642
Cross Country	113	2,981	68	1,093	38	489	69	1,222	155	2,051	113	1,358	556	9,194
Fencing	29	954	4	60	6	124	6	86	18	331	23	326	86	1,881
Football	119	16,100	75	6,491			92	7,419	179	12,177			465	42,187
Golf	115	1,612	74	740	42	359	82	954	165	1,878	126	1,252	604	6,795
Gymnastics	49	1,038	18	333	5	135	26	423	16	258	10	160	124	2,347
Ice Hockey	21	873	9	339	5	139	6	138	28	860	18	497	87	2,851
Lacrosse	25	1,317	13	542	2	85	2	47	46	1,874	23	842	111	4,707
Pistol	4	145							1	12	2	19	7	176
Rifle	29	500	18	295	10	130	11	180	14	170	15	156	97	1,431
Rugby	5	355	2	120	3	181			2	120	1	12	13	788
Sailing	7	217	5	103			1	22	7	191	11	146	31	679
Skiing	13	286	13	212	2	21	6	84	16	253	19'	233	69	1,089
Soccer	48	2,088	36	1,150	26	724	20	638	110	4,216	111	3,208	351	12,024
Squash	8	251	1	10	1	26			10	216	3	105	23	608
Swimming	102	3,076	44	994	20	394	53	1,181	110	2,083	53	939	382	8,667
Tennis	116	1,612	74	768	42	411	84	1,095	166	2,178	126	1,381	608	7,445
Track & Field	114	5,170	73	2,759	27	707	86	3,339	161	5,102	74	2,113	535	19,190
Volleyball	5	108	4	60	2	26	4	96	2	38	8	152	25	480
Water Polo	17	440	8	169	2	45	10	253	5	65	10	190	52	1,162
Wrestling	84	2,461	48	1,082	15	252	59	1,851	131	2,755	56	1,036	393	9,437
Totals		51,164		22,207		6,746		24,832		46,305		21,193		172,447

The following sports were offered on an intercollegiate basis by fewer than five institutions reporting and have not been included in this report:
Archery, Badminton, Boxing, Cricket, Handball, Polo, Softball, Table Tennis.

USA

Source Document XVII

The Sports and Recreation Programs of the Nation's Universities and Colleges

National Collegiate Athletic Association, Report No. 4, 1974, page 13

table no. 3—women's intercollegiate athletics

Competitive Classification	Class A 119 Institutions			Class B 75 Institutions			Class C 48 Institutions			Class D 92 Institutions			Class E 179 Institutions			Class F 150 Institutions			Totals for 663 Institutions		
	No. Institutions	No. Teams	No. Participants	No. Institutions	No. Teams	No. Participants	No. Institutions	No. Teams	No. Participants	No. Institutions	No. Teams	No. Participants	No. Institutions	No. Teams	No. Participants	No. Institutions	No. Teams	No. Participants	Total Institutions	Total Teams	Total Participants
Archery	6	6	68	6	16	62							15	19	236	8	8	64	35	49	430
Badminton	11	11	98	14	33	231	3	3	22	11	11	230	13	17	188	4	4	31	56	79	800
Basketball	46	65	1,034	39	106	822	20	20	270	57	83	1,250	91	158	1,880	54	81	920	307	513	6,176
Bowling	12	12	127	3	3	19	3	5	28	4	4	88	13	15	110	8	8	62	43	47	434
Cross Country	1	1	7	3	3	22				4	4	99				2	2	17	10	10	145
Fencing	10	10	112	8	11	94	3	3	28	13	13	120	11	11	121	6	6	83	51	54	558
Field Hockey	32	40	886	23	33	632	5	5	74	39	53	1,001	71	128	1,936	21	48	483	191	307	5,012
Golf	29	29	266	11	11	95	5	5	26	15	15	134	9	9	63	8	10	74	77	79	658
Gymnastics	29	29	495	25	31	365	5	5	37	33	35	521	26	28	340	8	8	97	126	136	1,355
Lacrosse	3	3	59	3	6	125				2	2	58	17	24	461	6	8	124	31	43	827
Rifle	3	3	19	3	3	23	3	3	28				2	2	15	2	2	8	13	13	93
Sailing	1	1	8	3	3	50							2	2	37	4	4	23	10	10	118
Skiing	6	6	86	5	5	37	2	2	8	2	2	18	7	7	86				22	22	235
Soccer	1	1	25	2	2	29				4	6	120	2	2	30	4	4	109	13	15	313
Softball	25	33	660	19	22	385	2	2	25	37	42	869	43	60	874	21	21	372	147	180	3,185
Swimming	32	33	611	16	22	303	8	8	92	31	35	572	37	41	636	16	31	215	140	170	2,429
Tennis	46	48	632	31	41	415	9	9	79	44	46	596	80	106	1,025	33	47	324	243	297	3,071
Track and Field	18	18	301	14	14	217				31	31	675	13	13	180	2	2	16	78	78	1,389
Volleyball	39	63	759	30	50	696	6	9	97	37	64	861	63	104	1,205	33	70	506	208	360	4,124
Totals			6,253			4,622			814			7,212			9,423			3,528			31,852
Source of Finance:																					
General Budget	12			11			3			4			21			14			65		
Intercollegiate Athletics	12			8			11			18			36			35			120		
Physical Educ. Budget	12			16			5			18			17			8			76		
Student Fees	22			11			3			26			19			8			89		
Member Dues	6			3						4									13		
Women's Athletic Assn.	10			6			2			7			13			4			42		
Not Reported	57			28			25			31			75			82			298		

The following sports were offered on an intercollegiate basis by fewer than five institutions reporting and have not been included in this report: Baseball, Crew, Touch Football, Paddleball, Wrestling.

Source of Finance columns total more than number of institutions due to some institutions indicating more than one source.

The following information is given by the liaison office for sports for girls and women of the American Alliance for Health, Physical Education and Recreation:

Current Status of the Association for Intercollegiate Athletics for Women

Number of Member Institutions: 713
Projected Number of Participants (based on 1974-75 figures): 50,000
Number of Sports Offered at Institutions (1974-75 figures)
Range: 1-20 Mean: 5.6

Estimates about Status of Women's Collegiate Programs in United States

Number of Programs: 1,000 colleges/universities
Participants (1975): 80,000
Project increased growth each year.

Data on Girls' Interscholastic Athletics

According to Sports Illustrated, December 22, 1975, 1.3 million high school girls have been active in sports in 1975, an increase of 342% in four years.

The number of sports offered probably varies depending on popular attitudes in the community as well as the size of the school and the financial status of the district.[1]

Special Problems

Organized athletic programs for elementary and junior high students are controversial. Questions may be raised about: the nature of the program, the extent of the program, promotion by outside sponsors, groups, and other elements. Many educators advise against highly organized sports for young children because of potentially harmful psychological effects and distortions of values and because of possible physical harm in body-contact sports. The AAHPER has published, Desirable Athletic Competition for Children of Elementary School Age, which offers recommendations for school sponsored athletic competition.[2]

1/ Report by Johnson, Karen M., American Alliance for Health, Physical Education, and Recreation

2/ Desirable Athletic Competition for Children of Elementary School Are, American Association for Health, Physical Education and Recreation; United States of America File #4

There are some negative aspects of tournament competition in the interscholastic sports program. Chief among these is carrying tournament competition beyond the local or State level in attempting to determine regional, sectional, and national champions. Educators consider that there is little additional value to the participants to continue in tournament competition beyond the State level. The conduct of such tournaments interferes with the educational program by requiring additional time away from school. Furthermore, the number of teams participating in tournament competition is very small compared to the total number participating or competing in a given activity. Extending the season to accommodate these few teams at the expense of the total program is considered to be undesirable.

b. Administration

(1) Classification. The primary criteria used in classifying students for intramural and interscholastic sports are age and grade. In at least one State, an age, height, and weight combination score is used for grouping students. But the formulae now being used were based on measurements of children of more than a generation ago and are obsolete. They are probably less valid than age alone for today's students. Some educators are searching for a practical index of physiological maturity to use as one of the criteria. Within the broad groupings of age and/or grade, factors of maturity and skill affect the selection and classification of competitors.

(2) Medical requirements and care. A common requirement for students participating in intramural sports and a general requirement for participation in interscholastic athletics is a medical examination. The examination is usually given annually by the family or school physician. Some school systems include the examination of athletes as part of the health services that they provide. Because careful examinations take time, the trend is toward thorough medical examinations given less frequently if a choice has to be made between that and more frequent, cursory examinations. The publication, A Guide to Medical Evaluation of Candidates for School Sports, by the American Medical Association gives detail.[1]

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[1] A Guide to Medical Evaluation of Candidates for School Sports, American Medical Association; United States of America File #8

Medical care for those participating in the intramural program during the school hours is sometimes provided by a school nurse who is qualified to administer first aid and who can notify the doctor on call. Medical care of students competing in the intramural program after school hours is left to the supervising teacher in charge of the activity. This may or may not be an individual trained in first-aid procedure. However, in most schools, the administration has arranged for qualified medical personnel to be on call should the need for medical care present itself.

Interscholastic sports practice sessions usually are also conducted without immediate supervision of a doctor. The majority of those supervising practice sessions are trained in administering first-aid and also can be in instant contact with a doctor who is on call. In rare instances, particularly during pre-season conditioning a member of the medical profession may be in attendance and available to treat any accident.

A doctor or qualified individual is generally in attendance for competition between two or more schools. Usually, this individual is one who has an interest in sports and provides this service without cost to the school. When such a person is unavailable those supervising the competitive program arrange to have a doctor on standby so that they may make immediate contact in case of an accident.

During interscholastic competition at the highest level, and in contact sports, some schools have arrangements with emergency crews who are qualified paramedics and have ambulance service available. Sometimes such services are available on the site in addition to a physician present on the field. An increase in litigation related to the provision of emergency service by physicians in some communities is causing a problem in obtaining adequate medical supervision of athletic programs.

Many secondary schools assign as "trainers" teachers who have interest and training in the care and prevention of athletic injuries. While only a minimum are certified athletic trainers, such personnel have training in first-aid techniques and the care and treatment of injuries and do yeoman work in supervising a preventive program in both the intramural and interscholastic levels.

The question of the adequacy of measures now being taken in secondary schools for the prevention and care of athletic injuries has received national attention recently. An act of Congress in 1974 called for national survey of current practices. The National Center on Educational Statistics is now conducting a study using a representative sample of secondary schools. The results of this study, which will be ready in about a year, will help determine if it is feasible to have some form of Federal assistance to have the services of athletic trainers in schools.

Not all students participating in either the intramural or interscholastic sports program are insured by the schools against accident. At one time, schools required such students to participate in low cost insurance programs. However, as premiums for this type of insurance increased, parents declined to assume the extra costs because the majority were covered under a family health and accident insurance policy. At the present time, many schools require students to participate in school-sponsored insurance programs unless a waiver is signed by the parents stating students are covered under some other insurance policy. Because of the possibility of long and extensive treatment arising out of a sport-related injury, several State high school associations have provided their member schools with astoundingly large insurance programs. In case of very serious injuries, such programs take over after the first $2,500 has been expended.

In recent litigation, courts in some States, have held schools liable for injury to students participating in intramural or interscholastic programs. Because of this, schools carry a blanket liability policy which includes protection not only for sports participation, but also to cover general attendance at the school. While such insurance is expensive, schools subscribe to it because of liability suits which have been filed.

The situation is different in the colleges and universities where most provide a health service for which students pay a fee. They also require evidence of a medical examination, with recommendations for adjustments of the individual's study or living conditions, if necessary.

Services for intramural athletics are usually provided by the student health service. Most institutions employ one or more team physicians and other medical personnel and athletic trainers for inter-collegiate athletic teams. Physicians are almost always present during athletic events and are on call during practice sessions. Trainers are available during all athletic activities. Most college trainers have learned their work through experience, serving under the guidance of a physician and other qualified trainers. An increasing number of universities are offering courses in athletic training and sports medicine and are also insisting on employing only highly qualified trainers for their athletic teams.

The number of physicians who are specializing in sports medicine is increasing. The American College of Sports Medicine, a fast-growing organization, provides a useful forum for cooperation among physicians, physical educators, and exercise physiologists.

The American Medical Association has maintained a Committee on Medical Aspects of Sports for the past fifteen or more years. This Committee has been extremely effective in: (1) upgrading the qualifications of physicians, coaches, trainers, and physical educators, (2) in using expertise in athletic conditioning and therapeutic treatment of athletic injuries, and (3) in promoting needed research on such matters as well as on the improvement of protective gear and training and playing facilities.

(3) Financial Support. Financial support of intramural and interscholastic programs varies from school to school. Generally speaking the entire program of intramural and other extra-class activities is contained in the school budget for physical education. Part of the interscholastic program expense is paid from the general school budget. The percentage of financial support for the interscholastic program varies, usually depending upon the support of the community through income from gate receipts. Commonly, the local board of education pays the salaries of coaches, provides facilities, and furnishes transportation. In some communities, the board pays the entire cost of athletic programs.

The ratio of male and female participants in physical education classes is basically one to one. In intramural and interscholastic sports programs, approximately one and one-half times as many boys participate in this organized program. It is anticipated that difference will be reduced as more competitive opportunities become available to girls. However, many believe that following the current marked increase in girls' athletics, the number of participants will stabilize with the ratio of approximately three to two, majority being male competitors.

The number of sports activities available for male and female interscholastic participants is approximately equal. In some instances, there are more sports activities conducted for girls than there are for boys. For instance, this is true in Wisconsin where there are 17 sports State championships available for girls and 14 available for boys.

The number of activities varies in direct proportion to the interest of the participants. There can be no exact comparison made because each school district is autonomous.

In almost all cases, the participation of boys and girls, men and women, in intramural, interscholastic, or intercollegiate programs is purely voluntary.

Financial support for college and university programs comes from several sources. Usually, the salaries of coaching staff, in whole or in part, come from institutional funds. Also, in most institutions, the students are charged an athletic fee. The remaining source of income is the receipts from admission charges. In many institutions that third source, coming mainly from football and basketball admissions, helps to finance intramurals and intercollegiate athletics in other sports.

(4) Recognitions and awards. Educators generally believe that forms of recognition and awards at elementary and secondary school levels should be simple and of little intrinsic value. This principle is rather generally practiced in school intramural and athletics programs. Ribbons, certificates and sometimes inexpensive medals or trophies are given for excellence in intramural events. Sometimes, wall plaques are inscribed with the names of outstanding performers or teams. Individual participants in interscholastic athletics are usually awarded a medal or small trophy or watch charm, or school "letter" (monogram) which can be worn on a jacket or sweater. Sometimes a jacket is given.

"Varsity" team members in colleges and universities are given awards similar to those described above, but sometimes more elaborate. In many institutions, recruited athletes are given a scholarship which pays for tuition, room, board, laundry, books, and a nominal sum (e.g. $10 per month) for miscellaneous expenses. Scholarships are awarded primarily to athletes who can qualify for football and basketball teams and secondarily to varsity level participants in other sports. Members of a championship team in a major sport or winners in tournament competition may also receive a symbolic award, e.g., a medal or ring. The practice of offering merchandise prizes or rewards is in conflict with accepted educational philosophy and violates the amateur code.

(5) Recruitment and scholarship. The recruitment of players for interscholastic athletics is not a serious problem. However, the recruitment of outstanding secondary school athletes by colleges and universities is a matter of continuing concern. Most conferences and national athletic organizations have specific rules governing the proselyting of school students. The secondary school principals, coaches, and their associations also attempt to shield these students from excessive pressures of college recruiters, sometimes with indifferent success. Some professional sports organizations have maintained restraint in recruiting the secondary school or college athletes. Recently, however, some professional sports teams have persuaded a small number of unusually talented young persons to join professional teams rather than to participate

on university teams. A publication of the National Federation of State High School Associations, Guide to Collegiate Recruiting describes contacts, entertainment, and offers.[1]

Standards for college or university athletes on scholarships are generally the same as the requirements for other students. That is, the recipient of a college or university scholarship must meet the requirements for all students who will enter the institution. Athletes must also maintain a level of scholarship that represents normal progress toward meeting the institution's requirements for graduation. Because of the heavy demands of practice, games and travel upon the student athlete's time and energies, some colleges and universities provide academic assistance through tutoring and/or summer courses. In general, the college athlete must carry a study load no less than the minimum and maintain a set standard of grade-point average to remain eligible for participation.

3. Professional Preparation

Coaches of interscholastic athletics in practically all public schools and most non-public schools are members of the faculty. They must qualify for certification as teachers. Some States have initiated, or are considering, special certification requirements for athletic coaches over and above the regular teaching certificate. Many in-service training opportunities are provided through clinics, sport courses, seminars, etc., sponsored by universities, sports associations and other interest groups. Current data are not available on the number of coaches who are also physical education teachers and the number who teach subjects other than physical education. A large proportion of the former is very likely.

Secondary school coaches, and sometimes intramural directors, who work after regular school hours are usually paid a stipend in addition to the regular salary. The stipend varies from several hundred dollars to several thousand per year.

The position of the athletic administrator is becoming increasingly important to the proper conduct of interscholastic sports. Because of other supervisory responsibilities, high school principals have delegated more and more of the work involving school sports to the athletic director. As a result, the director

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1/ Guide to Collegiate Recruiting, National Federation of State High School Associations, 400 Leslie Street, Elgin, Illinois 60102; United States of America File #8 is in position to assist in improving opportunities for students to participate. He is also liaison between the local high school and the State organizations which determine standards under which interschool sports are conducted. In large secondary schools this may be a full-time faculty assignment.

Coaches in colleges and universities are usually faculty members, who have minimal teaching duties. In large institutions the coaches work full-time, year around in their specialties. Non-coaching personnel such as trainers and business managers are usually employed by the athletic department of the college or university.

Almost all college coaches hold a baccalaureate degree and some have advanced degrees. Most of them have been successful athletes. The pay of college coaches is at least equal to and in many cases exceeds that of their academic colleagues of similar rank and experience.

Professional preparation has been presented in Section I,A,6 of this report.

Officiating personnel in both interscholastic and intercollegiate athletics are most often selected and assigned by the sports bodies that control the particular competition. They may or may not be teachers or coaches, but are usually experienced performers or students of their specialties. They must pass qualifying examinations and usually serve as apprenticeship in lesser contests before moving into the more important levels of competition. The officials are usually paid at a rate determined by the governing bodies. Practically, all have a major source of livelihood other than that of officiating.

4. Facilities and Equipment

A comprehensive list of school and college athletic facilities in the United States is not available. Such a list would be voluminous. The facilities used for physical education in elementary schools and secondary schools serve also for sports programs. In addition many high schools have access to a football stadium. Colleges and universities in addition to the facilities used for regular physical education classes have playing fields, arenas, stadia, and other facilities used exclusively for sports programs. Research laboratories and sports medicine facilities exist in larger universities but are used almost always in cooperation with physical education instruction and research. A list of sports facilities owned by the 663 colleges and universities that belong to the National Collegiate Athletic Association in 1971-72 and earlier years is given in Source Document XVIII. The evaluation placed on those facilities in 1972 was listed at over $1.5 billion.

USA Source Document XVIII

The Sports and Recreational Programs of the Nation's Universities and Colleges, the National Collegiate Athletic Association, Report Number Four, pp. 36.

table no. 9—facilities

	1956-57—468 Institutions		1961-62—536 Institutions		1966-67—577 Institutions		1971-72—663 Institutions		1972-73	
	Number Institutions	Number Units	Number Institutions	Number Units	Number Institutions	Number Units	Number Institutions	Number Units	Under Construction	Approved for Construction
INDOOR										
Archery Ranges	5	5	118	204	164	378	138	178	7	18
Basketball Courts	460	1,352	526	1,525	573	1,835	575	1,928	121	94
Bowling Lanes	152	1,005	209	1,358	232	1,723	218	1,595	61	6
Golf Driving Ranges	123	192	290	493	172	311	139	184	21	26
Gymnasiums-Field Houses	412	700	459	826	573	1,045	542	790	39	76
Handball Courts	252	854	268	965	269	1,457	372	1,485	198	172
Ice Rinks	44	45	45	46	43	43	72	83	9	7
Rifle Ranges	241	386	216	259	209	232	185	218	26	2
Roller Rinks	5	5	5	5	12	12	5	5		
Running Tracks	192	217	237	261	227	258	208	208	13	17
Swimming Pools	258	338	306	367	383	480	444	561	31	30
Tennis Courts	125	334	303	1,212	242	1,376	201	601	30	67
Wrestling Rooms	289	324	325	390	394	429	440	442	31	19
OUTDOOR										
Archery Ranges	250	368	264	475	298	551	272	389	3	4
Baseball Diamonds	415	610	497	696	482	634	295	943	12	40
Basketball Courts			174	435	253	755	529	653	23	14
Camping Areas	2	2	59	71	80	104	68	73		9
Football Practice Fields	401	946	410	902	432	942	459	1,072	33	15
Football Stadiums	360	360	389	389	361	366	412	412	5	11
Golf Courses	*173	208	118	130	102	116	117	120	5	5
Golf Driving Ranges	96	130	98	127	143	197	143	151	3	12
Golf Greens	5	7	63	220	92	315	116	599	6	26
Ice Rinks	53	59	59	61	52	54	50	63		
Lakes	2	2	82	98	100	186	86	100	3	5
Play Areas	276	894	464	1,271	247	782	208	690	6	6
Ski Slides	2	2	32	37	29	30	40	44	2	
Soccer Fields	258	439	322	560	406	597	465	744	14	13
Softball Diamonds	409	1,644	451	1,849	452	1,912	428	1,867	48	29
Swimming Pools	84	103	87	122	139	214	118	142	8	9
Tennis Courts	422	3,549	510	4,845	508	4,682	583	5,737	167	213
Tracks	366	395	386	417	390	411	474	474	9	20
Trapshooting	2	2	4	[illegible]	16	16	19	19		5

* : Non-Collegiate Owned

Some colleges and universities own or have access to special facilities e.g., golf courses, ski slopes and boating waters, but these are not common to all institutions. Statistics on participation in intramural activities, extra-mural sports and athletics such as those presented above, gave evidence of the facilities which exist to accommodate the programs.

5. Research

Research related to sports in the schools is conducted by the persons and organizations described in Section I.A,8 of this report.

C. Out-Of-School Sport

This portion of the report dealing with out-of-school sport except the sections on community education and school-community recreation, was prepared in response to a request to the President's Council on Physical Fitness and Sports:[1]

More than 29 million young Americans, ages 6 through 21 years, participate in organized out-of-school sport programs. Most of these programs operate on a seasonal basis, with the peak of activity occurring during the three summer months which constitute the traditional school vacation period.

It is impossible to provide precise participation figures for each sport. Most sponsoring agencies are able to report the total number of young people served, but multi-sport programs often do not have accurate information on the numbers involved in each activity. Young Americans move freely from out-of-school programs to school and college programs, depending on the season, and it is quite common for a boy or girl to be involved in two or more sport programs.

Administration

There is no single body which exercises administrative or supervisory control over out-of-school sport in the United States. Programs are administered by approximately 50 national organizations and by a multitude of local agencies and organizations. The national organizations may be divided into five groups:

a. Sport governing bodies (Amateur Athletic Union, U.S. Ski Association, U.S. Wrestling Federation, etc.).

b. Voluntary organizations (YMCA, Boys' Clubs of America, Red Cross, Boy Scouts of America, etc.),

c. Service organizations (American Legion, Junior Chamber of Commerce, Lions, Kiwanis, etc.),

d. Church-affiliated organizations (Catholic Youth Organizations, Jewish Welfare Board, Methodist Youth Fellowship, etc., and

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1/Nicholson, V. L., Director of Information, President's Council on Physical Fitness and Sports, 400 Sixth St., S.W., Suite 3030, Washington, D.C. 20201

e. Nonprofit sport corporations (Little League Baseball, Pop Warner Football, Biddy Basketball, etc.).

At the local level the major sponsors of out-of-school sport are cities and towns (park and recreation departments), sport clubs, civic clubs, voluntary agencies, churches, school systems, private business, and groups of parents who have organized for the specific purpose.

Commercial sports establishments and commercial residential and day camps are an important part of the out-of-school sport picture. The commercial establishments include 970 ski areas, nearly 10,000 bowling centers, and a growing number of ice-skating rinks. Except for the bowling centers, which actively promote the formation of teams and leagues, there is almost no organized competition at these establishments but there is strong emphasis on instruction.

There are slightly more than 9,000 camps in the U.S., and they serve about 3,375,000 young people each year. The camps are divided between those which provide intensive instruction in a single sport (basketball, gymnastics, and tennis are most popular) and those which are more recreational in nature, usually with programs featuring aquatic activities such as swimming, canoeing, and sailing.

About 2,000 colleges and universities operate specialized summer sport camps for young people, ages 12 to 17 years. Participants pay a fee and receive intensive instruction from college coaches and athletes in football, basketball, baseball, gymnastics, tennis, wrestling, track and field, weight training and other activities.

Aims and Objectives

Because of the great diversity of out-of-school sport programs, it is difficult to generalize about their purpose and how they fit into the overall sport structure. One of their major purposes is to provide opportunities in such traditional summer sports as baseball, swimming, and tennis, since the seasons for these activities extend well beyond the end of the school year. However, this would not apply in other programs.

Age-group programs, which are especially popular in swimming and in track and field, serve young people who are not yet old enough to participate in school programs. The specialized sport camps often are used to sharpen the skills of young athletes who have been identified as candidates for school or college teams.

In some sports, such as gymnastics, tennis, golf, and even baseball, the coaching, facilities, and competition offered by the out-of-school programs often are superior to that available in the schools.

The programs sponsored by churches, voluntary agencies, and recreation departments tend to be less intensive and somewhat more recreational in nature, and they serve young people who may lack the abilities or the desire to compete in school and college programs.

Except in swimming, bowling, skiing, tennis and a few other sports where the numbers of boys and girls are relatively even, and in gymnastics, where girls outnumber boys by more than two to one, the out-of-school programs largely serve the male population. In baseball and football, for example, the participants are almost all boys

Some Major Programs

Age-Group Swimming--There are more than three million boys and girls, ages 6 through 17, engaged in this program. About 400,000 of these are "serious" swimmers who train and compete year-round.

There is no estimate available of the number of young people who swim in noncompetitive programs. The number of swimming pools in the U.S. recently passed 1.5 million. Almost one million of these are on the grounds of private homes; about 200,000 are operated by apartment houses; 25,000 belong to schools and colleges; and most of the rest belong to private clubs and to cities and towns.

Junior Baseball--2,815,000 young people, mostly boys aged 9 to 18 years, participate in junior baseball programs. Approximately two million of these are so-called, "Little Leaguers," boys aged 9 through 12 years.

Country Clubs--There are more than 9,000 of these clubs in the U.S. They were originally founded as social clubs but many now exist largely for the purpose of providing sports activity for members and their families. Approximately 1.1 million boys and girls engage in golf, tennis, and swimming and diving at these clubs. Instruction, recreation, and competion are stressed.

Bowling--There are nearly 885,000 young league bowlers in the U.S. These bowlers compete at least once a week during the season which is about eight months long. Another two million boys and girls bowl often enough to be classed as "regulars" but are not members of teams.

Special Programming

There are many agencies offering special programs for youth in out of school sports. Several examples, though not typical of all programs, are given.

Community Education

Community education embodies the philosophy of making school facilities and leadership available to all members of the community and encouraging full participation by citizens of all ages in both organized and informal educational, cultural, and recreational activities. The schools are kept open as much as 18 hours a day, during weekends, and during holiday periods. One of the main features is the community school director, who usually has the rank of assistant principal. The director begins the work assignment in the afternoon and supervises the facilities and activities until closing late in the evening. Other leaders and support staff are also on duty during after-school hours.

Sports, fitness, and other physical education activities have a prominent place within an extensive array of program offerings. Statistics on the participation of youth in such programs are not readily available. Over 1,000 school districts provide community education programs.

The Federal government is providing some assistance to community education under a provision of the Special Projects Act, which became law in August, 1974. Funds are provided for grants through the U.S. Commissioner of Education to State and local educational agencies to pay a share of the cost of planning, establishing, expanding and operating community education programs. Grants are also made to colleges and universities to train personnel in this field, and the Commissioner is directed by the law to establish or designate a clearinghouse on community education information and to provide required technical assistance.

School-Community Recreation

In many communities, the school district assists in providing public recreation opportunities and a sizable proportion of such programs include physical activities and sports. School district involvement is of two types. First, in some communities the school board administers the program. In other cases, the school board makes school facilities and other resources available while another agency employs the recreation personnel and administers the program. The latter system is predominant.

Further details regarding recreation in one State, may be found in Bulletin No. 80, California State Department of Education, Criteria for Evaluating School-Community Recreation Services.[1]

Presidential Sports Award

The President's Council on Physical Fitness and Sport provides recognition for participation in 40 sports. The award is based on regular participation rather than high-level achievement. An attractive lapel pin and a certificate signed by the President are awarded to the men and women who meet participation requirements.

The minimum age limit was recently dropped to 15 years. Therefore, secondary school youth are now participating.[2]

National Youth Summer Sports Program

42,000 boys and girls (ages 10-18) from low-income families participate in a program of sports instruction and competition. Programs are conducted on the campuses of 100 colleges and universities in 67 of the largest U.S. cities, and they operate four hours a day, five days a week for six weeks during the summer months. Each young person participates in swimming and two other sports. The Federal government provides $3 million to meet the expense of staff salaries, meals, medical examinations, insurance, expendable supplies, and transportation where required. The colleges donate the use of facilities and major items of equipment. The National Collegiate Athletic Association provides coordinative services. The program was initiated by the President's Council on Physical Fitness and Sport.

Navajo Youth Project

The Navajo Youth Project, financed by the "Navajo Nation" and the Bureau of Indian Affairs of the United States Government, is conducting a developmental program on the Navajo Indian Reservation in northern New Mexico and northern Arizona. The program has been functioning through three summers and in the summer of 1975 it operated in seventeen centers or communities in the "Navajo Nation." The activities are primarily socio-cultural in the Indian manner and give emphasis to weaving, painting, story telling, and other cultural arts.

1/ United States of America File #3b. Excerpt in Appendix N.

2/ Qualifying Standards, Personal Log Book, President's Council on Physical Fitness and Sports, United States of America File #6.

Special attention is given to a swimming program in most cases conducted in pools installed for the season. Some pools are transported and set up for intensive programs in swimming instruction. One beautiful permanent pool is located at Window Rock, the headquarters of the "Navajo Nation." Swimming is considered to be a needed skill for Navajo children as they live in an arid land and are attracted to water holes and stream courses.

Of particular interest is the basketball program for boys and girls. Almost every hogan (native dwelling) or house has an outside basketball standard. Impetus was given to the basketball program when ten years ago, the national AAU basketball tournament for girls was held in Gallup, New Mexico.

Additional Considerations

Information about personnel and facilities for out-of-school sport is, to some degree, implicit in the foregoing paragraphs. In general, programs which are operated under the auspices of schools, colleges, universities, and recreation and parks departments usually employ professional personnel who are aided by student workers and volunteers. Special schools and camps often employ well-qualified teachers and coaches on part-time assignment who supplement their regular employment. For the most part, programs sponsored by churches, youth groups, and sports organizations depend heavily on volunteer leaders who assist a nucleus of professionals. In general, there are no formal certification procedures for persons who work in out-of-school sport programs, but many institutions, agencies, and organizations maintain their own high standards for paid personnel and even for key volunteers.

There is very little research carried on through these programs. However, the findings of the kinds of research and evaluation described under Sections I,A,8 and 9, are often applied to out-of-school sport. Some of the groups mentioned above do maintain records of participation and performance and also conduct surveys related to their particular spheres of interest.

Almost every sponsor provides information on its own program(s) concerning eligibility, schedules, rules, regulations, and similar matters.

Several professional and/or non-profit organizations promote participation and provide publications and services for out-of-school sport. (Some of these do the same for school sport and physical education.) Among these are:

National Recreation and Park Association
The Athletic Institute
The organizations referred to in Section I,C, pages 75, 76

PART II - ALTERNATIVES AND PERSPECTIVES FOR PHYSICAL EDUCATION AND SPORT 1976-1980

A. Alternatives and Perspectives for National Programs

Introduction

Physical education and sport in the United States enter the final quarter of the twentieth century facing many challenges. These disciplines are interwoven in the fabric of American life and are such essentials of the American character that their prospects must be viewed with those of the Nation as a whole. There is evidence that the people of the United States, reacting to a period of rapid social change and some travail, are beginning to confront realistically the social, cultural, economic and political forces that are now operating. They are renewing their confidence in the basic values of American Democracy and are once again gathering their strengths. If this assessment of the national will is correct, then physical education and sport are likely to gain in importance during the next few years.

There is a solid base from which improvements and extensions of physical education and sport can be projected. Their philosophy is sound and is in keeping with the fundamental nature of the people. The values of physical education and sport in the harmonious development of man - and their essentiality in the nurture of an American child - are becoming increasingly understood by school administrators, the medical profession, parents, and the public in general. New findings of science and medicine, which emphasize the importance of exercise, physical education, and sports for the individual and for society, reinforce beliefs which were held empirically by professionals in the past. The long-standing American love of play and sport still survives. School and university requirements and provisions for participation in physical education and sports, while not optimum, have established the subjects as respectable elements of the curriculum. School, college, university, and community facilities for physical education and sport are extensive and are well distributed throughout the country. There is a core of well-trained and dedicated professionals - teachers, coaches, administrators, and researchers - who have at their disposal an unusually large and varied array of instructional materials, supplies and equipment. The challenge, then, is twofold: (1) to maintain these gains, accomplished with much effort over 50 or more years; and (2) to build upon this base a strong combination of school and community programs that will satisfy the needs and interests of all of the American people in the years to come.

Societal Conditions and Program Implications

It is not feasible in this report to present a full analysis of economic, cultural, and other social conditions and their anticipated impact upon physical education and sport. The following observations may indicate certain obvious developments and suggest their implications for programs in the United States. A thorough interdisciplinary study of this kind is needed and should result from the interest created by the UNESCO conference.

(1) Health and Fitness. There is a growing awareness among physicians, physical educators, and other professionals of the importance of exercise, sports participation, and other physical activity in health maintenance and disease prevention. This information is gradually being communicated to the general public. The recent down-turn in incidence of coronary heart disease, a decrease of 10%, gives evidence that the concerted effort to mitigate the appalling toll attributable to heart disease may be taking hold. This is an effort joined by many physicians, public health officials, heart association members, physical educators, physiologists, and others. This positive trend should spur even greater action and concern to promote a wide range of preventive and corrective modalities, including keep-fit activities.

Other examples of health-and-fitness-related implications include the following:

Chronic conditions, in addition to heart disease, will continue to increase unless reversed by education and other preventive measures. Fatigue, low-back pain, poor nutrition, overweight, diabetes, emphysema, bronchial conditions and other illnesses are, in great measure, related to the individual's life style. A stronger tie between health education, physical education, and preventive medicine should characterize school and public education.

The high incidence of violent death - accidents, homicide, and suicide - among teenage youth and young adults, coupled with the problem of alcohol and drug abuse, calls for serious thought. There are profound causes and no simple remedies. But positive measures that must be undertaken include the provision of an educational environment conducive to mental and emotional health, improved counselling, and programs that are relevant to youth's needs and that help build self-esteem. Programs of physical education and sport can and must be geared to help prevent youth alienation and to assist youth who are experiencing emotional difficulties.

The recent study of performance on the AAHPER Youth Fitness Test, showing no appreciable change in national norms during the past 10 years, should trigger a new look at school and college programs, resulting in a renewed emphasis on vigorous physical activity for more and more students.

(2) The Economy. State and local governments are feeling the effects of a sluggish economy as are other segments of the population. Retrenchments in school budgets have become necessary and some physical education and sports programs have been curtailed. Some school officials may have used the threat of curtailment, especially the cutting of athletic programs, to dramatize the economic plight and to create public support for school financing. Educators are attempting to convince taxpayers and those who control school budgets of the necessity of maintaining educational priorities. The American Alliance for Health, Physical Education, and Recreation has strengthened its national and local committees on public affairs and legislation to work for support of physical education and sport programs. Unless such efforts bring about an upturn in financial backing, further reductions may be expected and adjustments of physical education and sport programs made necessary.

The extraordinary costs of medical services are finally forcing public officials, health-care professionals and others to examine alternatives. Also under consideration is the heavy economic drain caused by persons who are incapacitated and absent from their jobs or who retire ahead of schedule because of disability. The economic advantage of preventive medicine, health education, physical education and sports participation may generate increased understanding and support for those programs. This could offset the adverse effects mentioned in the preceding paragraph.

(3) Population Shifts. A diminishing percentage of school-age children in the population has caused some localities to close some of their schools and resulted in an over-supply of teachers. For the first time, there is a surplus of men and women physical education teachers. This condition could be easily remedied by reducing the teacher-pupil ratios, by employing more physical education teachers in the elementary schools, and by increasing program offerings, particularly in the last two years of secondary schools and in colleges and universities. These solutions are, of course, tied in with the economic problem, mentioned above.

(4) The Energy Problem. The energy shortage will have many ramifications for physical education and sport. Enforced reduction in travel may have adverse effects on resort areas and may, conversely, place greater pressure on schools and communities to provide sports and recreation programs close to home. More and more concern for community education, increased demands on local and regional parks, and the wider use of school programs and facilities can be anticipated.

At the same time, school and public officials as well as commercial recreation and professional sports establishments may have to consider ways of conserving energy. Savings in energy use for heating, lighting, air conditioning and transportation of athletes along with other factors related to educational, recreational and sports activities need to be taken into account.

Programs for Minority, Ethnic, and Inner-City Youth

School programs in general and physical education and sport programs in particular for these youth require even greater attention than they are now receiving. With regard to inner-city youth, the training of teachers and the improvement of methodologies and facilities are needed. The Office of Education study to update the AAHPER Youth Fitness Test norms, described on page 57, will include a sub-sample of low-income, central-city youth. Analyses will be made of the results for program implications. The National Summer Youth Sports Program described earlier (see page 79), should be enlarged to reach many more young people, probably requiring the use of local school personnel and facilities as well as colleges and universities.

While most minority and other ethnic-group children live in metropolitan areas, a substantial number do reside in rural parts of the country. Their needs must not be overlooked.

Programs for Handicapped Children

The enactment of P.L. 94-142, Education for All Handicapped Children Act of 1975, referred to in Appendix F, offers both opportunity and challenge to educators. This comprehensive legislation will attempt to reach practically all handicapped children. It includes physical education as a component of special education.

The implementation of this Act will require considerable effort and cooperation by National, State, and local administrators, physical educators, and personnel in special education. A prime necessity will be the training of many more teachers and leaders, both pre-service and in-service, for their respective responsibilities. A special project is being planned for training State leaders of physical education and of special education with the cooperation of their respective national professional organizations and the National Consortium of Physical Education and Recreation for the Handicapped, Inc.

Federal Programs

The interests and responsibilities of the Federal government for program elements described in the foregoing parts of this report have been referred to specifically in some cases and are implied throughout. Among the special considerations that might highlight future Federal action are the following:

U.S. Office of Education

. Determine ways of establishing and supporting a service center and clearinghouse for physical education and sport.

. Carry forward the legislative responsibilities for administering programs of physical education and recreation for the handicapped.

. Examine possibilities under existing legislation and provide where feasible and appropriate, leadership services to State and local school systems for strengthening programs of physical education and sport for target populations, i.e. educationally disadvantaged children, Indian children and children in "Right to Read" and bilingual education programs.

. Work with State and local school systems to encourage additional innovative and exemplary programs of physical education and of health and nutrition services under Title IV of the Elementary and Secondary Education Act, and to promote wide replication of those proven to be successful.

. Review the information and data needs revealed by this report and by other sources, and plan with the National Center for Educational Statistics and other agencies the ways of fulfilling those needs.

. Cooperate with the National Institute of Education, the National Library of Medicine, the Library of Congress, and other agencies and organizations in efforts to extend and improve documentation services in physical education and sport.

. Try to increase the exchange of personnel and other forms of international cooperation in physical education and sport through programs administered by the U.S. Department of State, the Agency for International Development, and other public agencies and with private organizations.

. Provide leadership for the implementation of recommendations stemming from the UNESCO conference.

President's Council on Physical Fitness and Sports

. Review all of its programs aimed at school-age children and youth for ways of strengthening their impact. Work with State and local leaders to reemphasize and implement further the Council's services to schools, colleges, and universities.

. Utilize the resources of the Council to encourage other Federal agencies, professional organizations, business and industry, and others to support and assist physical education and sports programs for both school and out-of-school youth.

U.S. Department of State

. Through the UNESCO desk, the Office of the Director of International Athletic Programs and other appropriate agencies and institutions, assist, where appropriate, with the implementation of the suggestions for international cooperation given in section B, below.

Implementation of the UNESCO Conference Recommendations

This Conference will revitalize interest in the potentialities of physical education and sport in the education of American Youth. The preparation of a response to the UNESCO Questionnaire has, of itself, brought to light certain strengths and weaknesses in programs at various levels and, especially, within the Federal agencies.

The Office of Education is prepared to coordinate implementation activities following the conference. Two initial actions are under consideration:

1. The Office would hold a working session for the U.S. delegates, supplemented by selected individuals from other public, professional, and private groups. These persons would act as an ad hoc committee to initiate implementation steps. They would review and analyze the conference recommendations and findings and decide which of these may be referred directly to the appropriate agencies and organizations for consideration and action.

The ad hoc committee would also examine the feasibility of holding a larger meeting of concerned and influential persons. The President's Council on Physical Fitness and Sports would explore with the Executive Office of the President the dimensions of the proposed conference.

2. The larger conference would include representatives from a broad spectrum of physical education, sport, and related interests. Working papers, prepared in advance, would be discussed, action plans developed, and possible support resources identified. Specific responsibilities for parts of the action plan would be assigned to appropriate individuals and groups. Provisions for periodic follow-up and evaluation would be made. Plans would also be developed to pursue the opportunities for cooperation with UNESCO and other international organizations, in accordance with the ideas and activities generated under section B, below, as appropriate.

B. Alternatives and Perspectives for Programs of International Cooperation

Administrative Center/Clearinghouse

Unless there is a center of expertise, ideas and advocacy, a clearinghouse of information and services, neither the strengthening of national programs nor the promotion of international cooperation is likely to achieve signal success. Each member nation of UNESCO should evaluate its services and resources to determine their adequacy for the above purposes. Where these are less than excellent, national authorities should carefully consider how an administrative/service center and clearinghouse can be made more effective.

This center and clearinghouse would furnish leadership and assistance to educational institutions, youth organizations, and other groups in its own country. In addition it would offer international cooperative services through appropriate diplomatic channels established by its government. Such cooperation would involve interaction with the UNESCO Secretariat in ways such as those proposed below. Other international activities might be undertaken unilaterally. As an example of the latter approach, a nation might develop news releases, descriptions and displays of physical education and sports happenings, samples of high-quality curriculum materials, films and other audiovisual treatments and similar evidences of exemplary programs. These could be made available to other countries through the cultural attaches of the embassies or through other means. (In the U.S. it might be through the U.S. Information Agency). With such a display might go instructions to interested foreign friends on how to obtain copies for their own use. Perhaps briefings on physical education and sport could be given to appropriate officials of the nation's foreign offices.

Similarly, UNESCO should consider what functions it might perform in formulating international action for program improvement and simultaneously examine its present resources for fulfilling such functions. At the least, UNESCO should give thought to the possibility of its serving as a focal point for carrying forward the recommendations stemming from this first conference during the next four to ten years. In this, UNESCO might investigate the potentials for involving existing international organizations in a coordinated effort. Each organization could undertake certain activities that are appropriate and feasible, while UNESCO could serve as the broker and central communicator. Various additional suggestions for UNESCO involvement are included in the following sections.

Information and Documentation

If this report of the United States is any example, there is a great need for up-dating and enlarging the data, information, and program descriptions of physical education and sport in the various nations. Yet their reports, prepared for the UNESCO conference, are a good start. UNESCO should plan to carry out at periodic intervals the revision, refinement, and interchange of similar reports among the member nations. Another possibility is for UNESCO to collaborate with one of the other international organizations, e.g., ICHPER, in arranging for coordinated surveys and reports.

Several nations have documentation centers, some of them rather effective in obtaining, translating, and analyzing the literature and research findings of other countries. Probably none is as extensive and thorough as its people would like. This is certainly true in the United States where a few universities, professional organizations, and government agencies are making an effort of this kind. It is possible that the Physical Fitness/Sports Medicine Information Service, described in Appendix I, could be expanded to include wide international coverage in those disciplines. A similar U.S. facility would be required for other aspects of physical education and sport.

UNESCO could provide a significant service in this regard. Perhaps it could establish two or three pilot documentation centers and assist in making the materials of these centers available to other interested nations. Another possibility would be for UNESCO to promote the establishment of a consortium of several countries to maintain a common documentation center. Such a center might also assist nations outside the consortium, especially developing nations. If necessary there could be a sliding scale of fees for services to nations who are not members of the consortium.

Exchange of Personnel

One of the ways of strengthening worldwide programs of physical education and sport and of infusing them with new ideas, concepts, and practices is through the interchange of teachers and other professional personnel. Several programs of teacher exchange are supported by various governments. The United States of America has several in which it cooperates with a total of twenty-one other nations.[1] These include some opportunities for physical education professionals. Perhaps such programs can be extended to accommodate a greater number of teachers, and administrators working in the field of physical education and sport than are now being reached. Consideration should also be given to increasing such opportunities under the auspices of UNESCO. The United States is also involved in the development and conduct of seminars in certain disciplines, but not

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1/ Opportunities Abroad for Teachers, 1976-77 - Teaching Seminars; U.S. Department of Health, Education, and Welfare, Office of Education; DHEW Publication No. (OE) 76-19300, Washington, D.C.; United States of America File #1 in physical education. It is proposed that the possibilities of organizing seminars in physical education and sport be studied by the several nations represented at the UNESCO conference and by the staff of the UNESCO Secretariat.

In addition to formal exchange programs, provisions should be made (to a greater degree than exist at present) to encourage and facilitate the provision of expert consultative services by one nation to another. Such technical assistance could be offered by a government at its own expense as a gesture of international friendship, or sharing the cost with the nation being served. It may be possible for UNESCO to encourage various nations to develop a directory of expert professionals in certain field, e.g., sports instruction and training, curriculum development, facilities planning and construction, program administration and management, and other aspects of physical education and sport. These professionals could be enlisted to assist others. In turn, UNESCO might set up a procedure to facilitate or effectuate the assignment of such experts where requested.

Research and Training Opportunities

A group of programs, aimed at strengthening American education in foreign language, area studies, and world affairs, has been operating in the United States for many years.[1] The programs provide for doctoral dissertation research abroad, faculty research abroad, group projects abroad, and curriculum improvement through the assistance of foreign consultants to selected U.S. educational institutions and organizations. The possibilities of extending similar opportunities in the field of physical education and sport can be explored although a new legislative mandate would be necessary.

The interchange of research personnel and the provision of opportunities to pursue studies and research through programs such as those described above and through other means, should prove to be rewarding to the nations involved. International cooperation in research would be particularly beneficial in such subjects as sports medicine, exercise physiology, the benefits of exercise for health and longevity, physical education in early childhood, innovative programming and exemplary practices, and, especially, the standardization of certain fitness tests and other tests of performance to facilitate multi-national evaluation procedures.

1/ Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States, 1976-77; U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C.; United States of America File #1

International Organizations in Physical Education and Sport

Several organizations offer continuing opportunity for international cooperation in the promotion of physical education and sport participation throughout the world. Among these are:

The International Council on Health, Physical Education and Recreation (A three-part study of physical education programs in 1967-68 produced informative and useful reports on: Physical Education in the School Curriculum; Teacher Training for Physical Education; and The Status of Teachers of Physical Education.)

International Council for Sport and Physical Education

Federation Internationale d'Education Physique

Federation Internationale de Medicine Sportive

These organizations should be encouraged to review the findings and recommendations of the UNESCO conference and, to the extent feasible, implement them through their membership. Opportunities for collaboration, some of which are suggested above, should be activated.

UNESCO should also develop plans and procedures to involve other non-governmental organizations outside the field of education in strengthening programs of physical education and sport throughout the world. These include organizations representing disciplines such as medicine, psychology, sociology, and economics. Also, business and industry and foundations should be asked to assist.

Special Conferences and Meetings

In addition to the regular meetings of international organizations, special meetings of world and regional interest should be encouraged. This current conference, sponsored by UNESCO, is an outstanding example.

A conference held in 1973 under the aegis of the International Olympic Academy was another noteworthy event. This was the First International Session for Educationists, the International Olympic Academy, Ancient Olympia Greece, July 30 - August 1, 1973. It was sponsored by the International Olympic Committee (IOC) and the National Olympic Committee (NOC) of twenty-three nations.[1]

1/ "Report of the First International Session of Educationists, International Olympic Academy." By Simon A. McNeely, U.S. Office of Education, September 1973, Unpublished; United States of America File #1

Also, the annual meeting of students at the International Olympic Academy at Ancient Olympia, Greece, which is conducted by the Hellenic Olympic Committee, in cooperation with the IOC and the NOCs, provides an excellent opportunity for international cooperation in the advancement of Olympism and related programs of physical education and sport.

Many other worthwhile international meetings could be pointed out.

All of these conferences have engendered international friendship, uncovered ways of communication, and identified desirable courses of action to capitalize upon the contributions of physical education and sport toward the betterment of mankind. These beginnings should not be allowed to become diminished.

Special Promotions by UNESCO

World Charter. UNESCO should initiate and develop as an outgrowth of the conference an official resolution emphasizing the important contributions that programs of physical education and sports make in the growth and development of children and youth. This might very well take the form of a UNESCO World Charter of Physical Education and Sport for Children and Youth. Each country should be requested to approve and implement the Charter. Based upon the conference recommendations and the prevailing conditions (as described in their reports), the nations of UNESCO should establish a set of priorities, long and short term objectives, and a plan of action to attain the opportunities for their own children which are outlined in the Charter. UNESCO should ask for periodic reports from the nations and should publicize the outstanding developments which are reported. Through the mechanisms mentioned above, and through other means, UNESCO should provide to any country that requests it any available assistance in that nation's efforts to achieve its objectives. UNESCO offical structures, offices and related organizations should be asked to assist in publicizing and distributing the Charter and encouraging its implementation by member nations.

International Observance. UNESCO should develop plans during the conference to sponsor annually a UNESCO International (World) Physical Education and Sports Month (Week). In cooperation with other national and international organizations annually, UNESCO should "package" this international event. UNESCO should develop a program to involve high-level government officials and to recognize in appropriate ways the related and outstanding efforts in the various countries.

United Nations. UNESCO should enlist the prestige and resources of the United Nations and its other specialized organizations to assist in improving worldwide programs of physical education and sports for children and youth. The support of these bodies for the Charter and International Observance described above would be invaluable.

APPENDIX A

ANNEX

FIRST INTERNATIONAL CONFERENCE FOR MINISTERS AND SENIOR OFFICIALS RESPONSIBLE FOR PHYSICAL EDUCATION AND SPORT IN THE EDUCATION OF YOUTH

QUESTIONNAIRE

INTRODUCTION

From 5-10 April 1976, the Unesco Secretariat will hold the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport.

The purpose of the conference will be to examine strategies which will guarantee physical education and sport their proper place in the school curriculum in order that they may effectively play their role in the preparation of youth in the perspective of life-long education. Particular emphasis will be placed on the educational values of physical education and sport in relation to the harmonious development of the total individual. The conference will concern itself with both physical education and sport in the school as part of the formal educational programme and with sports activities which are conducted as separate programmes. The discussion of these topics will deal for a large part with the needs of youth attending school but will also examine the needs of school age youth not enrolled in programmes of formal education. The practice of sport, whether of a competitive or purely recreative nature, should be considered of equal importance for both groups and an essential aspect of their preparation for a healthy and fulfilling life. The conference will, however, not concern itself with aspects of training for organized competitive sports or any other issues relating to sports programmes for adults.

In order to facilitate discussion of the various items on the agenda, the Secretariat proposes to place before the conference a Conference Working Paper. For the preparation of this document, the Secretariat considers it of the utmost importance that it be adequately informed about the current conditions of physical education and sports of the participating countries. It also desires to be informed of new emphases and orientation for physical education and sport in light of the concept of global, life-long education and such steps governments consider taking to that effect.

The attached questionnaire has been constructed to collect this information. Its pattern follows the structure of the agenda of the conference. The questions posed have intentionally been worded in broad terms in order that they may apply to the majority of situations and conditions in physical education and sport for school age youth. The construction of the questions has been designed to make them open-ended and as non-directive as possible.

Consequently, it is assumed that this manner of questioning will provide enough flexibility for and freedom of expression to reflect special conditions in each country. Where necessary and/or when specific questions do not correspond to the actual situation in a given country, one should feel free to insert additional or different sub-headings and to provide additional data for clarification.

Although the questionnaire is directed at an international professional audience, an attempt has been made to use the least possible amount of professional jargon in the interest of clarity and expediency in tabulating. A very brief glossary has been provided to define some of the terms that most likely could invite different interpretation. It should be understood, however, that the definitions used do not represent any particular national usage, nor that they are intended to affect national usage. If the definition of terms does not apply to local usage and if, therefore, other terms are substituted, it would be appreciated if a brief set of the definitions used in their place were appended.

The Secretariat would also appreciate receiving relevant documents such as texts or abstracts of national legislation, policy statements, regulations, ordinances, administrative guidelines or instructions, syllabuses, curriculum guides, course outlines, etc. (preferably in English or French). It should be emphasized that the Secretariat intends to utilize the data obtained by the questionnaire for identifying trends, requirements and significant innovations, but does not intend to publish the completed questionnaires in their original or any other form. However, unless marked "for Unesco use only", copies of the questionnaire may be made available to conference participants upon their request.

Replies to the questionnaire should reach the Secretariat not later than 15 September 1975, and should be addressed to:

The Assistant Director-General for Education

Attention of: Dr. Nicolaas J. Moolenijzer
Division of Structures and Content
of Life-long Education,
Unesco,
7 place de Fontenoy,
75700 - PARIS

QUESTIONNAIRE

GUIDELINES

Mark if "for Unesco use only" ☐

Direct your reply to the items indicated in the question only, and answer in a concise but comprehensive manner. If possible utilize the nomenclature provided (see definition of terms); where not applicable furnish a brief commentary in an appended "glossary" to facilitate interpretation.

Attach to your reply any possible documentation such as curriculum outlines, syllabuses, administrative guidelines, policy statements and other documents which may supplement your reply.

Keep in mind that your efforts are a valuable contribution to the success of the conference and consequently will be given the greatest attention.

PART I - CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT

A. PHYSICAL EDUCATION

The following questions are concerned with the programme(s) of physical education offered at your educational institutions at the present time. Please do not project future plans for change or adoptions.

1. Aims and objectives

Express in a brief statement the aims and objectives of your physical education programme. If available, attach a copy of the official policy statement defining the aims and objectives of physical education in the schools.

Where possible demonstrate: how its aims and objectives relate to such factors as health and skill learning and those of a prophylactic, corrective, social, moral, recreative nature, etc.

2. Structure, organization, administration

Discuss the organizational structure of physical education in your country. Direct your remarks to such areas as: (I) Administrative Bodies: List and describe the legal authority, responsibilities and functions of those agencies responsible for the development, implementation, administration and supervision of the programmes of physical education for youth (e.g. Ministries, Departments or Sections in Ministries, State Boards of Education, Local School Boards, etc.). Indicate whether these agencies are elected or appointed, whether they are centrally controlled or operate independently, etc.; (II) Levels of Instruction (e.g. pre-school, elementary, secondary (including vocational and technical) and higher education); (III) Types of Instruction (e.g. schools, colleges, universities, institutions for the physically and mentally handicapped and other institutions where formal educational programmes for youth exist, such as hospitals, corrective institutions, etc.); and (IV) Financial Support: Indicate in percentages from which source (e.g. nation, state, or province, region, county, city, private and others) the various institutions derive their operating budget.

3. Curriculum

Describe the curriculum adopted at the various levels of education and for the various types of institutions and indicate and discuss such aspects as: (I) Number of hours of physical education by level and type of institution; (II) Whether the physical education programmes are voluntary, optional or compulsory, credit and/or not credit earning, co-educational or segregated; (III) Whether the curriculum is exercise or sport oriented. If possible, distinguish between sports technique (skill) learning, competitive sports activities, preparation for leisure time - life-long - and recreational sports activities(*); and (IV) Whether, and to what extent physical education is integrated with the academic aspects of the curriculum and organized on an interdisciplinary basis (e.g. in combination with dance, music, etc.).

Describe the away-from-school programmes such as seasonal school camps, their curricular offerings, particularly as they relate to physical education and sports. Comment on the curricular offerings for the physically and mentally handicapped,

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(*) Attach a list of the most commonly practised activities in your programmes.

the pre-school aged child, school dropouts and school age employed individuals. Indicate to what degree your programmes for physical education and sport concern themselves with curricular planning for international exchange on a binational or multinational level (individual representatives, teams, sport camps, etc.).

4. Methods

Describe the nature and techniques of your teaching methods and to what extent they implement the concepts of your philosophy for physical education and sport. Note if and where they differ from the educational methods generally utilized in your educational institutions. Describe what evaluation techniques you apply at the various levels to obtain data for appraisal of the teaching techniques utilized and for assessment of individual progress in skills, knowledges, physical development, social development and such.

5. Personnel

Discuss the required certification for teaching at the various educational levels. Indicate whether the physical education and sport instructor must be a specialist; is expected to assume responsibility for the teaching of other, additional disciplines or is considered a generalist (e.g. self-contained classroom teachers). Submit data reflecting the current or most recent status of the number of personnel employed in each category listed and if possible the teacher/pupils ratio for each level and type of education (e.g. technical education, general education, etc.).

Present evidence how the status and salary of physical education teachers compare to those of other teachers with similar qualifications.

Indicate what opportunities to teach exist for para-professional personnel such as coaches, sport leaders, trainers and teaching assistants and what positions they occupy. When use is made of Volunteers, (non-professionals) describe their function in a similar manner.

6. Professional preparation

Describe the required professional preparation qualifying for the teaching of physical education and sport for: classroom teachers, specialists, supervisory personnel, and for instructors at institutions of higher learning. For the latter indicate whether there exists a distinction between the qualifications for the teaching of "activity" courses and of "professional" courses. Indicate such aspects as major field of study, minor field of study, required number of years of preparation, degrees and credentials demanded.

Describe the type of institutions that offer programmes in teacher preparation for physical education and sport and indicate their total number for each category. Indicate the nature of the institutions (whether they are specialized schools, colleges, academies, etc. or whether they are departments of an institution of higher learning). Attach schedules and course descriptions if available.

Describe the opportunities that exist for educational extension or advancement through such means as: summer courses leading to advanced degrees or credentials, refresher courses, short courses, workshops, in-service education or other arrangements. Indicate whether this additional education is coluntary/optional or required/compulsory, whether it leads to professional advancement or salary increases or whether it is required to maintain position or rank.

7. Facilities and equipment

Without going into detailed descriptions, enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate in percentages which you own and control; which you share and which you rent. Include in your listing indoor and outdoor facilities; gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

8. Research

Describe what research projects have recently been completed in your country and in what type of research you are presently engaged; specify by whom and where these research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various different areas of sport and physical education. Report all team research or comparative projects which require international co-operation. Identify the extent of your documentation service, the nature of its resources (emphasis on health, fitness, sport, physiology, psychology, sociological aspects, international-comparative, etc.).

9. Evaluation

Describe what procedures are followed to evaluate the overall programme of physical education and sport to assess their physical outcomes, social outcomes, changes in participant interests, suitability of methodical approach, compatibility of administrative practices, accountability of programmes and professional performance, public acceptance and support of existing programmes, etc. Indicate what procedures are followed to implement the evaluation data.

B. SPORT IN THE SCHOOLS

The following questions are concerned with school authority administered sports programmes at your educational institutions. Please do not project future plans for change or adoption.

1. Aims and objectives

Express in a brief statement the aims and objectives of your education-administered sports programme. Address such aspects as expected outcomes, concepts of male and female participation, participation by all (sport for all concepts), usage of representative athletes only, etc.

2. Structure, organization, administration, contents

When describing the various aspects of education-organized and education-administered sports, distinguish between intra-mural, extra-mural and recreation sport. Indicate what provisions exist for such areas as:

- classifications based on age, weight and height (or determined by other means)
- medical requirements and care
- insurance and liability

- financial support in relation to total budget
- ratio of financial support for men's and women's (boys' and girls') programmes
- administrative functions for scheduling, organizing and conducting of sports programmes (leagues, classes, etc.)
- segregated or co-educational programmes
- ratio of numbers of male and female participants
- ratio of numbers of sports activities for men and women
- required vs. voluntary participation in sports programmes
- relationships of teaching (instruction), coaching and supervision of sports activities
- manner of recognition of success and type of rewards
- establishing championships, for both individual and team, on local, regional and national levels
- forms of sponsorships to support programmes or individual participants (e.g. institutional, local, regional, national, industrial, etc.)
- existing criteria for the selection of recipients of such scholarships (e.g. athletic ability, maintenance of scholastic standards, etc.)
- allowing pupils and students to adjust their academic study programme to their training schedule for competitive sports activities

Identify those sports activities which have been organized as part of a bi-national or international exchange programme. Furnish a list of scheduled activities and attach it and supplementary exhibits of the various programmes if available.

3. Personnel and professional preparation

In your discussion of the personnel charged with the instructional responsibilities in the education-organized sports, distinguish between professional personnel, para-professional personnel and volunteers. Indicate such aspects as: required degrees, responsibilities for instruction, coaching, officiating, medical services and administrative functions, the educational level of employment and other items of significance.

Describe the professional preparation required to qualify as instructor/coach in education-organized sports for classroom teachers and physical education or sports specialists at elementary and secondrry schools, for those at institutions of higher learning, for those conducting out-of-school educational programmes and for those in administrative or supervisory positions. Indicate requirements affecting the areas of major concentration and minor study, the number of years of study required to prepare degrees, diplomas, certificates or other requirements. Describe in a similar fashion the required preparation for medical personnel other than medical doctors (e.g. trainers, physiotherapists, etc.) and officiating personnel (e.g. arbiters, judges, referees, umpires, etc.).

Discuss the opportunities for qualification of personnel concerned with education-organized sports by means other than formal education such as short courses, refresher courses, workshops and others and identify the type of certification that can be obtained (e.g. diploma, certificate, licence, etc.).

4. Facilities and equipment

Without going into detailed descriptions, enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate in percentages which you own and control; which you share, and which you rent. Include in your listing indoor and outdoor facilities; gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

5. Research

Describe the type of research concerned with education-organized sports you are engaged in and by whom and where the research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various sports activities and indicate which mechanisms you use to effect this. Report all team research or comparative projects which require international co-operation.

6. Evaluation

Discuss procedures followed to evaluate the overall sports programme in educational institutions as to the physical aspects, social aspects, cultural contributions, popularity of sports activities for participant and spectator, desirability of the sports programme, success of administrative policies, accountability of the programme in terms of its educational contributions such as fair play, co-operation, sportsmanship, etc., over-emphasis of athletic selection of the few versus the concepts of sports for all, etc.

C. OUT-OF-SCHOOL SPORT

Note: The replies in this section must be limited strictly to the existing relationships between the functions of the educational institutions and those sports activities in the community which are not organized and administered by sports clubs, associations, leagues, etc.

1. Aims and objectives

Define in a brief statement the relationships and responsibilities of education (institutionalized, out-of-school, life-long education) and the out-of-school sports programme and determine its role in society.

2. Structure, organization and administration

Describe the organizational structure of the out-of-school sports programme, indicate whether the responsibility rests with educational institutions per se or with recreation boards and/or other agencies subject to educational administration. Identify administrative control and financial support (in percentages) by local, regional and national agencies. List the types of services provided (e.g. direct involvement such as organization and administration of sporting events, competitions play-offs, championships, etc.) or indirect involvement such as the providing of facilities, equipment, etc.). Discuss the scope of insurance and liability as they effect sports programmes.

3. Programmes

When discussing the out-of-school sports programme distinguish between "organized" sports programmes and "open" or recreation sport programmes. Supply particulars such as arrangements for competitive league programmes (e.g. Saturday leagues, evening leagues, special championship events, etc.) and the availability of classes, courses, excursion programmes, camping trips, etc. Indicate to which degree the activities are geared to special interest groups (e.g. pre-school age children, school age, hospital patients, handicapped, etc.) and which requirements exist for participation. Furnish a list of scheduled activities and attach it with supplementary exhibits of the various programmes if available.

4. Personnel

In your discussion of the personnel charged with the responsibilities of the out-of-school sports programme distinguish between professional personnel, para-professional personnel and volunteers. Differentiate between sport specialists, recreation specialists, administrative personnel and other functions. Indicate whether positions are held full time or part time and which qualifications are required for the various positions.

5. Professional preparation

Describe the professional preparation required to qualify as instructor, coach, recreation specialist, administrator and other personnel. Indicate at which level the various specialists operate. List the requirements concerning areas of major study, minor concentration, the number of years of study needed to prepare degrees, diplomas, certification or other requisites. Describe in a similar fashion the required preparation of para-professional personnel and volunteers. Discuss the opportunities for qualification through means other than formal education such as workshops, refresher courses, short courses and others and identify the type of certification that can thus be obtained (e.g. diploma, certificate, licence, etc.).

6. Facilities and equipment

Without going into detailed descriptions enumerate what facilities and equipment you have at your disposal at the various levels (pre-school, elementary, secondary, higher education). Indicate percentages which you own and control, which you share, which you rent. Include in your listing indoor and outdoor facilities, gymnasiums, swimming pools, stadiums, campgrounds, ski slopes, research laboratories (indicate type of research), professional libraries, and so on.

7. Research

Describe the type of research dealing with out-of-school sport in process and by whom and where the research projects are conducted. Indicate whether the research projects are funded by public funds, private endowments, stipends or grants. Comment on the implementation or application of the research findings for the various sports activities. Report all team research or comparative projects which require international co-operation.

8. Evaluation

Describe procedures followed to evaluate the overall programme of out-of-school sport regarding the physical aspects, social aspects, cultural contributions, popularity of sports activities for participants, desirability of the programme, success of administrative policies, accountability of the programme in terms of instilling desire and habits to continue the practice of physical sports activities in later life, etc.

Indicate whether there is in your country an out-of-school activity programme which fosters mass participation ("sports for all") and describe the various activities which attract most participants. Where possible, present figures, ratios of male and female participants, etc.

Describe the techniques you employ (on a large scale) to arrive at an evaluation of the level of performance of youth participating in sport with reference to (I) One single branch of sport, and (II) Combination of several arts of sport.

9. Co-ordination

Describe the relationship which currently exists between school authorities and sports organizations (e.g. sports clubs, sport associations, national olympic committees, etc.) and indicate how and to what degree co-operative practices for co-ordination of such factors as eligibility, schedules, organization of athletic events, selection of athletes for local, district, national or international representation, etc. affect the individual student-athlete and the national sports programme as a whole.

PART II - ALTERNATIVES AND PERSPECTIVES FOR PHYSICAL EDUCATION AND SPORT 1976-1980

Describe alternatives (in terms of policies and measures) to traditional or existing policies and practices which have been recently adopted or are considered in order to make physical education and sport a meaningful and integral part of education and culture and an effective component of global and life-long education.

A. ALTERNATIVES AND PERSPECTIVES FOR NATIONAL PROGRAMMES

Indicate which changes in policy, legislation and educational practices have been recently adopted for implementation; which have been introduced as experimental programmes, which are still in the planning stage; and which are considered as alternatives for the next 5 years to make physical education and sport an intrinsic part of the curriculum, in order that it may play its proper role in achieving the harmonious development of the individual, while preparing him for successful participation in physical activity and sport.

In your discussion follow the structure of PART I and, where suitable attach schedules, charts, blueprints, copies of reports and other materials you consider essential for clarification.

B. ALTERNATIVES AND PERSPECTIVES FOR PROGRAMMES OF INTERNATIONAL CO-OPERATION

Identify what measures you consider essential for developing international co-operation in the area of physical education and sport. Indicate what steps should be taken to reach this goal.

Discuss the various items as sub-headings in a general division of (I) Intellectual Co-operation: (e.g. exchange of documentation, analysis and dissemination of results of significant experiments and innovations, bi- and multinational consultations and meetings of specialists in teaching, administration, design and construction of facilities, exchange of specialists and students, etc.); (II) Financial Co-operation: (e.g. financial assistance to cover capital outlay (buildings, stadiums, swimming pools, etc.) or for recurring costs, such as salaries of personnel, purchase of equipment, research, or travel abroad, etc.).

Suggestions for other forms of international co-operation are invited.

APPENDIX 1

GLOSSARY

Activity course	A course in which the emphasis is placed on participating in the activity, on the learning of skills and techniques.
Coach	An individual responsible for the technical aspects of preparing individuals and/or teams for participation in competitive athletic events.
Credit course	A course whose successful completion is regarded as a partial fulfilment of the requirements for a degree, licence or certificate.
Drop-out	A youth who has severed his relations with educational institutions before completion of the compulsory period of schooling or of a given cycle of studies.
Non-credit course	A course whose completion does not merit credit as partial fulfilment for a degree certificate or licence.
Organized sport	Sports activities organized and administered by such agencies as clubs, associations, etc. operating in competitions, leagues, etc.
Out-of-school sport	Sport programmes which are not administered by school authorities.
Para-professional	An individual who, although not professionally prepared, is licensed to assume limited professional responsibilities.
Professional	An individual who has been formally prepared for his profession and is licensed to assume the complete range of responsibilities in his professional field.
Professional course	A course that emphasizes the academic, methodic and pedagogic aspects of a chosen area in the professional field.
Recreation sport	Sports activities participated in by individuals, couples or groups on a non-"organized sports" basis, i.e. initiative, choice of activitiy, time and place rests with the participant and is not administered by special agencies or organizations.

THE SCHOOL PROGRAMS IN
HEALTH, PHYSICAL EDUCATION,
AND RECREATION

A Statement Of Basic Beliefs

50th Anniversary Edition
1926-1976

The Society of State Directors of
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PREFACE

This statement presents the basic beliefs of the Society of State Directors of Health, Physical Education, and Recreation concerning:

- The comprehensive school health program
- Physical education in pre-primary, elementary and secondary school programs, including instruction, extra-class activities and interscholastic athletics
- School and community recreation

The Society and its members have worked for many years to develop and promote effective programs in these fields. This statement represents our best thought and experience gained over a long period of time. We offer these beliefs as a brief set of guidelines for State and local school systems and for other agencies, institutions, organizations, and interested individuals.

The present publication is a revision of previous statements published by the Society. We consider this new version to be especially timely and significant. The social, cultural, and economic forces presently operating in America place a particular premium on school programs, such as those described herein, which are designed to promote the health, fitness, growth, development, and self-realization of all children and youth. Such programs are especially beneficial in meeting the needs of educationally disadvantaged, minority, and handicapped children.

We believe the statement is timely, also, because it takes into account the changes of educational administration and methodology now taking place. New ideas and innovative practices can not only be accommodated within this proposed framework, but are welcomed and encouraged.

These "Basic Beliefs" call for a broad, constructive, continuing series of educational experiences in health, physical education and recreation for every boy and girl, every year throughout the entire school career. The "Beliefs" also emphasize the school's responsibilities regarding the health, fitness, recreation, and self-improvement of adult members of the community.

We urge school board members, administrators, teachers, parents, and other concerned citizens to give careful thought to the recommendations and program descriptions presented here, for these provisions are essential to achieve the aforementioned outcomes. Every school and local school system might well evaluate its own conditions and practices against the standards described in this statement and work continuously toward making needed improvements and enriching program offerings.

We also commend these fundamental thoughts to college and university faculty members who are responsible for educating school personnel and for helping other responsible members of society understand the importance of providing such programs for all Americans – young and old.

In sum, we address all concerned persons, urging them to make sure that *their* schools provide full opportunity for *their* children, *their* youth – and the adults of *their* community as well – to derive the values that are inherent in the programs described in the following pages.

I. THE COMPREHENSIVE SCHOOL HEALTH PROGRAM

The Comprehensive School Health Program encompasses School Health Education, School Health Services, and Healthful School Living. Health Education has the purpose of imparting health knowledge and cultivating desirable attitudes, habits and practices. School Health Services undergird the total educational program by identifying and securing correction of, or compensation for, individual health problems. It also provides protection, guidance and opportunities for health learning experiences. Healthful School Living is the provision of a safe and healthful school environment. In addition, this phase provides many opportunities for the reinforcement of school health education and school health services.

The ultimate goal of the Comprehensive School Health Program is to help every young person to achieve his full potential through becoming responsible for his own personal health decisions and practices, through working with others to maintain an ecological balance helpful to man and the environment, and through becoming a discriminating consumer of health information, health services and health products.

ABOUT ADMINISTRATION AND ORGANIZATION, we believe:

The State Education Agency, in cooperation with appropriate school and health personnel and representatives of official, professional and voluntary health agencies, has the responsibility for establishing goals, objectives, standards and evaluative criteria for the comprehensive school health program.

Every school should formulate and implement health policies, consistent with modern medical and educational concepts and practices, designed to assure each pupil:

appropriate health education.
effective school health services.
safe and healthful living conditions at school and at school-sponsored events.

School health policies should be formulated to facilitate maximum cooperation and coordination within each school and school system, and between the school and the community.

The Comprehensive School Health Education Program should include a planned, sequential series of experiences in health education at each grade level. Time allotments should provide:

- in the elementary school at least two hours per week of health instruction and other educational activities, which are designed to promote valid health practices.
- in the middle or junior high school, the equivalent of a daily period of direct health education for at least two semesters.
- in the senior high school, the equivalent of a daily period of health education for at least two semesters, one of which may include driver education.

Related health topics in other subject areas such as social studies and biology are desirable but should be correlated with the health curriculum and should not be substituted for direct health instruction.

Health education classes should be designed to take advantage of small group, large group, programmed, and technical instructional techniques. A designated health classroom with adequate supplies, laboratory equipment and instructional materials should be available. The opportunity to participate in "real life" experiences including on-site visitations, field work, volunteer work, demonstrations, and research should be an important part of the program.

Credit in health education should be given and required for graduation from high school.

ABOUT CURRICULUM, we believe:

The Comprehensive Health Education Program should consist of planned learning experiences which will assist students to achieve desirable understandings, attitudes and practices related to critical health issues including, but not limited to, the following: emotional health and a positive self-image; appreciation, respect for, and care of the human body and its vital organs; personal fitness; health issues of alcohol, tobacco and drug use and abuse; health misconceptions and quackery; effects of exercise on the body systems and on general well-being; nutrition and weight control; boy-girl relationships, preparation for marriage, and wholesome family life; the scientific, social and economic aspects of community and ecological health; communicable and degenerative diseases including venereal diseases; disaster preparedness; safety and driver education; choosing professional medical and health services including insurance programs; and health careers and, also, the health aspects implicit in career education. The interrelationships of these topics with one another and with other phases of the school health program make it essential that they be taught and administered as one broad and comprehensive curriculum. Special health problems or emphases should be treated within this comprehensive context and not dealt with in piece-meal fashion.

The curriculum should be directly related to the needs, problems and interests appropriate to the growth, development and maturity level of each student involved.

The scope and sequence of the comprehensive school health education curriculum, grades K-12, should be planned and organized so as to avoid both serious omissions and unnecessary duplication and repetition.

Student participation in both planning and instruction is essential. Critical thinking upon the part of students and teachers which focuses on the health issues of concern cannot take place without dialogue between them. Such dialogue – in the place of lecture and textbook oriented classrooms – gives a teacher better insight into the problems, needs, interests and values of individual students. Parents and other adults should also be involved in planning so that home, school and community health education can be consistent and mutually supportive.

The curriculum should be continuously evaluated to insure that the instruction and learning experiences achieve the objectives for which they were designed; particular attention should be given to the needs and progress of individual pupils.

Curriculum plans and instructional materials should be reviewed frequently to take account of the results of evaluation and to ensure the incorporation of rapidly accumulating research findings, new knowledge and techniques of health instruction. Needed and appropriate revisions should be made.

ABOUT SCHOOL HEALTH SERVICES, we believe:

The State education agency and public health department have a responsibility for cooperative planning between themselves and with other appropriate agencies and professional organizations to develop and implement policies and standards which can be adapted for use in local communities. Similar coordination by community agencies at the local level should be effected.

It is essential, in meeting the educational and health needs of children and youth, to secure information through health appraisals of their physical, mental and emotional status. The Society of State Directors accepts and supports the recommendations of the Joint Committee on Health Education of the National Education Association and the American Medical Association in regard to the detailed content and procedures for health appraisals.*

Careful follow-up procedures are indispensable if school health appraisals are to contribute to the health and education of children and youth. Therefore, the findings of the health appraisals should be used for making adaptations in the school program, interpreting health status to pupils and parents, and motivating and securing correction of remediable defects.

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* Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. *School Health Services*, Revised Edition, Washington, D.C. and Chicago, the Associations, 1964.

Each school should have written policies and procedures for dealing with emotionally disturbed children, handicapped children, accident prevention, emergency care including mass disasters, and communicable disease control.

These policies should be in general agreement with the recommendations of the National Committee on School Health Policies.*

ABOUT HEALTHFUL SCHOOL LIVING, we believe:

School authorities, in cooperation with health departments and other appropriate agencies, are responsible for providing and maintaining a safe and healthful school environment which will help ensure a wholesome physical, social, emotional, intellectual and moral climate.

Supervisory responsibility for maintenance of school buildings, grounds and equipment should be delineated. Provisions should be made for periodic inspection by qualified personnel. Hazards and defects should be corrected quickly.

In schools where food services are provided, the facilities, time schedules, and menus should contribute to good nutrition, nutrition education, and the development of an appreciation of related social values. The school lunch program should be flexible enough to complement other curricular areas rather than detract from these instructional programs.

A properly equipped health service unit, with separate rest and isolation rooms for boys and girls, as well as adequate personnel to provide supervision and care, should be available.

All school personnel should have periodic health examinations.

ABOUT PERSONNEL, we believe:

Well-defined, specific standards for certification of teachers and school health personnel (consistent with standards developed by national professional organizations) should be established by the respective state certification agencies.

Every elementary and secondary school should have a school health coordinator, appointed from the faculty or staff and responsible to the principal. This coordinator should receive special training and should facilitate coordination and communication among those who are involved in the Comprehensive School Health Program.

Elementary teachers should have specific preparation which will equip them with the competencies and understandings essential for effective health education, including special abilities in observing the health status of children and in using appropriate referral and follow-up techniques.

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* Joint Committee on Health Problems in Education of the American Medical Association and the National Education Association. *Suggested School Health Policies*, Fifth Edition, 1966. 48pp.

Teachers of health education in the secondary schools should be certificated in health education.

The elementary teacher and the teacher of health education in secondary schools should receive assistance from a health education specialist or supervisor who is an outstanding instructional leader. The supervisor should also provide the liaison with health agencies and other community groups that will tie school and community health education together in a consistent fashion.

To ensure maximum effectiveness of the Comprehensive School Health Program, school and district in-service health education programs should be provided regularly for all appropriate teachers and other school personnel to keep them abreast of new information, new instructional techniques and programs, and changes in policies and procedures.

All teachers and administrators should seriously recognize their unquestionable role as an exemplar before their students. For a teacher or an administrator to teach one thing and be a living example of a conflicting way of life, practice, or point of view is to negate such instruction in the eyes and minds of many students. In this day, when hypocrisy and communication gaps are widely discussed, all school leaders should exemplify the healthy, active, quality life which they promote for their students.

II. THE PHYSICAL EDUCATION PROGRAM

Physical education constitutes an essential part of the total education program and makes significant contributions toward the achievement of deisrable educational outcomes. It is education through, as well as of, the physical. The physical education program:

- promotes the physical growth and development of children and youth while contributing to their general health and well-being.
- is the singular area of the school curriculum which makes a major contribution to the personal physical fitness of each student, including cardiorespiratory fitness, endurance, flexibility, agility, balance, muscular strength, speed, power, and coordination.
- teaches efficient, graceful, useful movement skills at all developmental levels.
- is a planned sequence of experiences in a variety of activities beginning with basic movement and skills and progressing toward complex skills, in sports, dance, aquatics and other forms of human movement.

- offers many opportunities to help individual students develop a wholesome self concept and an acceptable perception of others.
- is education for the constructive use of time, including leisure hours, in keeping fit and in enjoying physical forms of recreation both during the school years and throughout adult life.
- helps students to understand and appreciate expressive, creative-aesthetic movement from the standpoint of both the participant and the observer.
- makes important contributions to the emotional, social, mental, moral and ethical development and adjustment of students.

Qualified leadership is essential to the implementation of an effective and comprehensive program of physical education. Sufficient indoor and outdoor facilities, equipment and supplies should be provided in the elementary and secondary schools. School and community facilities should be planned and used to supplement each other in order to serve better the needs of children, youth and adults. Provision should be made for systematic health appraisals and each student's health status should be a prime guide in determining his participation in physical activities.

The physical education program includes: Class Instruction; Extra-class Activities (i.e., Intramurals, Extramurals, Sports Clubs, Recreation Activities); and Interscholastic Athletics.

CLASS INSTRUCTION

ABOUT ADMINISTRATION AND ORGANIZATION, we believe:

Physical education is essential for all students, boys and girls, from prekindergarten through grade twelve. The daily instructional period for elementary school pupils (Pre-K, K-6) should be at least 30 minutes in length, exclusive of time allotted for dressing, showering, recess, free and/or supervised play periods, and noon hour activities.

The minimum instructional class period for pupils in secondary schools should be a standard class period daily, except where the length and frequency of the class periods are altered to offer students a more comprehensive program. Where modular or flexible scheduling is used care should be taken to involve students in some combination of at least 300 minutes of physical education per week spread over three or more days.

All pupils, including those participating in varsity athletics, sports clubs, dance clubs, and the like, should be involved each year in the instructional phase of the physical education program.

Physical education should be adapted for those pupils who have special needs. To the extent feasible, such pupils should take part in regular classes. Special classes should be scheduled for pupils who are severely handicapped or who are otherwise unable to participate successfully in the regular program.

- A physician's recommendation in consultation with teachers, parents and the student should be the basis for assignment to special classes. The physician should work with the physical education teacher in determining the activities which should be prescribed for each child who requires adaptive physical education.

Students may need adaptive physical education because of poor coordination, lack of strength or similar deficiencies.

The services of teachers with special preparation in adaptive physical education should be available to every school.

All pupils, from pre-kindergarten through twelfth grade, should be scheduled for physical education according to their physiological development, ability, interests and individual needs.

Credit in physical education should be required for graduation from high school. Standards should ensure satisfactory achievement based upon reasonable objectives for each individual student.

Class size in physical education should be consistent with the activity being taught. Effective physical education instruction requires both large and small groups.

All students should wear physical education clothing which permits freedom of movement and safe participation. Showering should be encouraged whenever class activities are sufficiently vigorous to cause perspiration. Appropriate instruction and supervision should be provided to ensure safe, healthful practices in dressing and showering.

Differences in abilities and interests will create at times separation or grouping within a coeducational physical education class in elementary and secondary schools. In addition to the social values gained, coeducational physical education classes provide instructional flexibility, make maximum use of the talents of instructors and offer students a wider variety of activities.

Physical educators should be alert to changing patterns of school organization, methodology, and educational technology so that the educational potential of new practices and innovations may enhance the physical education program.

ABOUT PROGRAM, we believe:

Class instruction in physical education should provide a planned, balanced, varied progression of activities based upon needs, abilities and interests of boys and girls at all developmental levels.

The elementary school physical education program should provide instruction in sequential experiences including basic and creative movement, rhythms and dance, relays, games, sports skills, stunts, tumbling, apparatus, swimming, outdoor activities, and other activities which meet the objectives listed in the introductory paragraph to The Physical Education Program on page 6.

The middle school and junior high school program should include rhythms, various types of dancing, aquatics, gymnastics, stunts, tumbling, individual and dual sports, team games, special conditioning activities and outdoor recreation.

The senior high school program should emphasize lifetime sports and carryover activities as well as the involvement, knowledge and understandings necessary to provide insight and motivation for a lifetime of vigorous physical activity. The achievement of personal physical fitness during the school years and the maintenance of fitness throughout adult life should become the goal of every student. Every effort should be made to allow senior high school students the opportunity to select activities appropriate to their own needs and interests.

In addition to the necessary space, indoor and outdoor facilities, equipment and supplies for conducting the instructional program in physical education, good teaching requires an adequate collection and proper use of books, periodicals, audiovisual materials and other teaching aids. Innovative use of modern technology is encouraged whenever it can contribute to improved instruction.

Evaluation of the curriculum by both students and teachers should be continuous. Evaluation should be used to assess student progress toward stated goals, to provide guidelines for adjusting current programs and planning new ones, and to indicate needs for instructional improvement.

Evaluation is an important means of interpreting the program to students and adults in order to improve community understanding of the values and outcomes of physical education.

ABOUT PERSONNEL, we believe:

Certification standards for physical education personnel, consistent with general certification requirements, should be established and periodically reviewed by each State department of education. Increased interest and involvement in certification on the part of professional associations and teacher preparation institutions should be encouraged and welcomed.

Elementary classroom teachers should have a clear understanding of the contribution good physical education makes to the education of boys and girls, including the relationships of physical growth and development to the general educational progress of all pupils.

Elementary classroom teachers should have sufficient preparation and laboratory experiences in the basic skills, methods, and content of physical education to enable them to conduct an effective program under the guidance of a physical education specialist or supervisor, and to relate the experiences in physical education to ongoing classroom instruction.

Whenever possible, elementary pupils should receive the major part of their physical education instruction from a specialist in elementary school physical education having a major in physical education with strong emphasis in movement education and elementary school physical education. The elementary school physical education specialist should work directly with classroom teachers to coordinate the physical education program with other classroom activities and to foster mutual reinforcement in assessing and helping individual pupils.

Secondary school physical education teachers–both men and women–should have a major in physical education and should be able to demonstrate leadership and teaching skills in the wide variety of activities outlined in the preceding section on Program.

Teachers who work with students who have special needs or characteristics, e.g., inner city, disadvantaged, pre-school, handicapped, ethnic or non-English speaking, should be specially selected and prepared. The tremendous personal and social benefits of physical education for such students should be maximized through the program.

All teachers of physical education should be provided with assistance from supervisors or resource persons who are qualified by education and experience to provide professional leadership and guidance in physical education. In addition, clinics, workshops, and other in-service opportunities should be provided for both classroom teachers and specialists.

Teacher aides, when utilized, should work under the direct supervision of a certificated physical education teacher and only in a supportive and supplementary capacity.

EXTRA-CLASS ACTIVITIES

(Intramurals, Extramurals, Sports Clubs and Recreation Activities)

Every school should provide ample opportunity for participation in intramural, extramural and recreational activities for all students. These programs not only supplement physical education instruction but also afford opportunities for social exchange, enrichment of individual personal resources, and wholesome competition below the varsity level of excellence. Extra-class activities should be consistent with the content and philosophy of the physical education program of instruction. Such activities, if handled properly, can be particularly helpful in promoting good human relationships and community involvement, and in minimizing problems of racial integration, student unrest, and the like.

ABOUT ADMINISTRATION AND ORGANIZATION, we believe:

Extra-class activities should be provided for and financed by boards of education.

School administrators should ensure ample opportunity for all students to participate in individual, dual and team sports, and other suitable physical activities. School transportation should be provided when needed.

Extra-class activities should be administered by school officials, but community facilities and resource persons should be utilized whenever the program can be improved through such use.

Extra-class competition should be equalized, in terms of the age, skill, size and strength of participants.

Policies should be established to protect pupils from injury or over-participation.

- Health examinations should be a prerequisite for participation in vigorous activity.

- Protective, well-fitting equipment for participants, good facilities and equipment, and capable personnel are essential to participants in intramurals and other extra-class activities.

- Boxing should not be included at any grade level.

- Sponsoring of body contact sports below the ninth grade places the school on tenuous grounds, unless the school accepts full responsibility for providing excellent leadership, facilities, equipment, and policies for promoting and protecting the health and welfare of participants.

Awards for extra-class activities are unnecessary. If given at all, they should be simple and of little monetary value, providing only token recognition of an activity satisfactorily completed. Students should be motivated to participate through school-wide emphasis on the values and opportunities inherent in such participation and through the joy afforded by well-planned and well-administered programs.

ABOUT PROGRAM, we believe:

Education and development of the individual through satisfying and enjoyable participation in selected activities should be the primary objective of the program.

Opportunity to participate in a wide variety of extra-class activities should be provided for both boys and girls of all grades. Activities should be based on the interests, needs, capacities, and level of maturity of the pupils. The program should be broad enough to help meet the needs of pupils who are mentally or physically handicapped or who have social or emotional problems.

Leadership opportunities should be made available to pupils regardless of their sex and skill level.

ABOUT PERSONNEL, we believe:

Since extra-class program participation is voluntary, the program should be staffed with enthusiastic teachers who possess high-level leadership skills and organizational competencies.

THE INTERSCHOLASTIC ATHLETIC PROGRAM

A well-directed interscholastic athletic program should be made available to all boys and girls who are interested and sufficiently skilled. This area of physical education allows students to participate in competition characterized by varsity teams, leagues, conferences, regular season schedules, specialized coaching, and high quality of performance.

ABOUT ORGANIZATION AND ADMINISTRATION, we believe:

The interscholastic athletic programs should be provided for and financed by boards of education with funds accountable through the general school budget. The program should be administered by school officials.

Interscholastic athletic leagues or conferences should be confined to pupils in grades 9-12.

If elementary school, middle school or junior high interscholastic sports programs are deemed necessary, AAHPER guidelines for such programs should be followed closely.*

The rules and regulations of the National Federation of State High School Associations should be used as guidelines in administering the interscholastic athletic program.

The standards and guidelines of the National Association for Girls and Women in Sport, AAHPER**, may be used in administering the interscholastic sports program for girls, where considered appropriate.

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*American Alliance for Health, Physical Education and Recreation. *Athletics in Education, A Platform Statement.* Washington, D.C. The Association, 1963.

______. *Desirable Athletic Competition for Children of Elementary School Age,* 1968.

**______. *Philosophy and Standards for Girls and Women's Sports.* Revised, 1973.

State Departments of Education should be represented on the boards of control of all state high school athletic associations.

The health and welfare of pupils should be the first consideration in planning an interscholastic athletic program. To protect and promote the health and welfare of competing athletes, the following conditions should be met:

Policies for the protection of athletes should be based on the best medical knowledge available.*

Policies should include procedures to assure adequate medical examination plus ongoing medical supervision of all athletes. A minimum of one medical examination should be required each year. Preferably this should be given immediately prior to the sport season. Re-examination should be required after any serious injury or illness before the pupil returns to participation.

Coaches should understand and recognize the physical capacities of individual players. Coaches should be ever alert to note signs of undue fatigue or injury, thereby guarding the health and well-being of all participants both in practice sessions and in contests.

High quality protective equipment should be provided and carefully fitted for every participant.

Equitable competition between teams or individuals should be assured by the use of standardized classifications and eligibility requirements.

Playing seasons should be of reasonable length and should be preceded by an adequate period of conditioning and instruction in fundamentals. No post-season or all-star games should be permitted.

Contests should be confined to small geographic areas with no interstate competition except between schools located near state borders.

Practice periods should be of reasonable length and geared to the physical condition of participants.

Awards should be simple, of little monetary value, and provided by schools rather than outside agencies.

ABOUT PROGRAM, we believe:

The interscholastic athletic program in all high schools should provide maximum opportunity for both boys and girls to participate in a variety of individual, dual and team sports and should provide for differing levels of size and ability.

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*Statement and publications of the Committee on the Medical Aspects of Sports, American Medical Association, Chicago, Illinois.

The high school athletic program should provide full opportunities for girls to compete in interscholastic athletics in accordance with their needs, abilities and interests. The girl's athletic program should be under the general supervision of a woman physical education teacher.

Interschool games and contests should be administered and conducted so as to enhance wholesome social relationships among community members and students, rather than to foster conflicts or extreme behavior based on unreasonable rivalries.

Interscholastic boxing should not be permitted.

ABOUT PERSONNEL, we believe:

Coaches should be certificated teachers, members of the school staff and well prepared for assuming their coaching responsibilities. Certification of coaches is highly recommended.

Athletic directors should be competent administrators and educators with a rich background in interscholastic athletics. It is recommended that athletic directors acquire specific preparation for their position through formal courses or regular in-service work.

Games and contests should be officiated by qualified personnel who are certified by the appropriate governing body or officials association.

III. RECREATION

Social, economic, and other developments taking place in this final quarter of 20th Century American life highlight recreation as a major cultural force. The school must help prepare each individual to use his free time in constructive, creative and satisfying ways. Furthermore, schools must accept a major responsibility for providing personnel and for making maximum use of their facilities and equipment in a broad, coordinated school-community program of recreation for students, parents and other community members.

ABOUT ADMINISTRATION AND ORGANIZATION, we believe:

Schools have a basic responsibility to help the community develop awareness and understanding of the recreational needs of its children, youth and adults.

The "community school" concept recognizes the school, augmented by other community resources, as a center of the community's civic, cultural and recreational activities. Elementary schools are natural neighborhood centers. Secondary schools may serve a larger area of the community. This concept should be interpreted, supported and strengthened in and for the community by school personnel.

Schools should stimulate and effectuate teamwork and cooperation among the agencies and organizations concerned with developing community-wide recreation plans in mobilizing existing school and community recreation facilities, and in the joint planning and financing of such facilities and programs in order to make efficient use of all available resources.

The spirit of cooperation should pervade community relationships whether the schools are to be the central coordinating agency for recreation or whether they are to share responsibility with other legal jurisdictions in this enterprise.

All government agencies having a vital role in recreation, including the State department of education, should give direct attention to cooperative planning and action through an inter-agency council. The State director of health, physical education and recreation and staff, working with and through the chief state school officer and the state board of education, should provide leadership in the development of the recreation program by:

establishing and maintaining cooperative working relationships with other state and local agencies, colleges and universities, professional and voluntary agencies, and other interested individuals and groups.

cooperating with state and local leaders in studying pertinent recreation problems and developing recommendations that may be widely disseminated for implementation and evaluation.

becoming informed on trends, problems and successful practices and maintaining communication with and providing consultation services to school districts, other agencies, and organizations.

ABOUT PROGRAM, we believe:

The school curriculum should offer many opportunities for developing attitudes, understandings, knowledge and skills that will lead to the wise use of off-the-job hours.

Schools should provide planned experiences beyond the classroom, including outdoor education, in order to ensure maximum articulation between learning and recreational activities.

Opportunities for children, youth and adults to participate in a variety of the physical, aesthetic, cultural and social aspects of recreation should be provided under school auspices.

ABOUT RECREATION PERSONNEL, we believe:

State departments of education should provide leadership to help increase the supply of qualified recreation personnel and should work closely with colleges, universities, and professional recreation associations in helping upgrade opportunities for pre-service and in-service education of persons working in recreation programs - professionals, paraprofessionals, aides and volunteers.

Policies and procedures relating to the qualifications of recreation personnel employed by schools should be established by State departments of education.

General areas of professional preparation should include:

- the recreation major who has selected the field of recreation as a career.

- education majors who have selected recreation as a minor to prepare themselves for part-time work in recreation in addition to other education responsibilities.

- other majors who have selected recreation as a minor in order to prepare themselves with a better understanding of the impact of leisure on modern society.

Continuing efforts should be made to convey to all teachers and administrators knowledge of the functional relationships between education and recreation through pre-service and in-service education.

Schools should employ an adequate number of qualified recreation professionals, augmented by competent and responsible paraprofessionals, aides and volunteers, to conduct a broad program of recreation, including games and sports, aquatics, dance, music, art, crafts, dramatics, literary and other cultural pursuits, hobbies, camping and outing activities and other forms of self-development and self-expression. Schools should provide continuing in-service education of such recreation personnel.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSOCIATE COMMISSIONER FOR
INSTRUCTIONAL SERVICES

August 26, 1974

To: City, Village and District Superintendents; Supervising Principals; Diocesan Superintendents; Elementary and Secondary Public, Private and Parochial School Principals; Directors of Health, Physical Education and Recreation

Subject: Revised Regulations Governing Physical Education

At the June 1974 meeting, the Board of Regents approved a revision of Sections 135.1 and 135.4 of the Regulations of the Commissioner of Education governing physical education. The revision culminates a two-year effort by the State Education Department and represents valuable input from numerous individuals and organizations throughout the State. A copy of the revisions of Sections 135.1 and 135.4 of the Regulations is attached.

The new standards establish what we hope is a workable basis for the development of practical programs designed to meet the needs and interests of girls and boys. The Regulations provide for considerable flexibility as well as for opportunities to use local school and community resources. At the same time, appropriate quality controls are maintained.

The Division of Physical Education and Recreation is preparing guidelines for the implementation of the Regulations. It is planned that these guidelines will be ready for release to the schools this fall. Meanwhile, it is recommended that you and your staff review the new requirements in terms of your district or school. During the coming school year, members of the Division of Physical Education and Recreation will participate in area meetings to discuss the Regulations and to respond to questions that may develop as a result of your review.

It is important to note the following:

The Regulations apply to all schools, public and private.

The effective date for the new standards is August 1, 1974. However, the date for completion of a plan for the school district physical education program is September 1, 1975.

A copy of the plan is to be kept in the school district office and made available upon request. If an equivalent program is to be provided in the district, a request for approval must be filed with the Division of Physical Education and Recreation, together with sufficient details on the proposed equivalent program to permit the Department to evaluate the plan.

> The minimum secondary school program will be based upon three periods per calendar week during one semester of each school year and two periods in the other semester, or one of four other possible alternatives.
>
> Non-physical-education-certified coaches appointed after September 1, 1974 must have completed an approved pre-service or in-service education program for coaches, or they must complete one of several approved alternative programs within three years of their appointment.

After reviewing the Regulations and guidelines, immediate questions which arise may be addressed to the Division of Physical Education and Recreation, The New York State Education Department, Albany, New York 12224; area code 518-474-5832.

William L. Bitner III

William L. Bitner, III
Associate Commissioner

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

AMENDMENT TO REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Section 207 of the Education Law

Section 135.4 of the Regulations of the Commissioner of Education is repealed and a new Section 135.4 is added, effective August 1, 1974, to read as follows:

135.4 Physical Education.

(a) School district plans. It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as hereinafter provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective by September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the Commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.

(b) Non-public schools. Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend upon such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

(c) Program plans. School district plans shall include the following:

(1) Curriculum

(i) The curriculum shall be designed to: (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life; (b) attain competency in the management of the body and useful physical skills; (c) emphasize safety practices; (d) motivate expression and communication; (e) promote individual and group understanding; (f) provide knowledge and appreciation of physical education activities; (g) make each individual aware of the effect of physical activity upon the body; (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and (i) reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following: (a) basic and creative movement; (b) rhythm and dance; (c) games; (d) perceptual-motor skills; (e) individual and team sports; (f) gymnastics; (g) aquatics, where possible; (h) lifetime sports activities; (i) outdoor living skills; and (j) other appropriate activities which promote the development of boys and girls.

(iii) There shall be opportunity provided for participation in appropriate extraclass activities.

(iv) There shall be activities adapted to meet the differentiated needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education.

(v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

(2) Required Instruction

(i) Elementary Instructional Program - Grades K through 6

(a) All pupils in grades K-6 shall participate in the physical education program on a daily basis. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering. After September 1, 1976, insofar as possible, the program shall be taught by teachers certified in physical education. Under any circumstances, the program shall be taught under the direction and supervision of a certified physical education teacher; or

(b) as provided in an equivalent program approved by the Commissioner of Education; or

(c) application may be made to the Commissioner for a temporary exemption from the provision requiring the teaching of physical education by certified physical education teachers upon evidence that compliance therewith by September 1, 1976, is not possible.

(ii) Secondary Instructional Program - Grades 7 through 12.

All secondary pupils shall have the opportunity for daily physical education taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either;

(a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) a comparable time each semester if the school is organized in other patterns; or

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or

(e) as provided in an equivalent program approved by the Commissioner of Education.

(3) Attendance

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate the steps to be taken to insure that each pupil meets the requirement for participation in an approved physical education program. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel provided they have appropriate experience and are so approved by the Board of Education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the Commissioner. School districts may share the services of a director of physical education.

(5) Facilities

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the planned program of physical education at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education and Recreation.

(6) Administrative Procedures

(i) School district plans for the physical education program shall include information on the following administrative procedures:

(a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;

(b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;

(c) class size and grouping patterns which are compatible with the activities being taught;

(d) use of non-school facilities;

(e) use of non-certified persons, such as student leaders, practice teachers, etc.;

(f) use of supplementary personnel which are described in Section 80.33 of these Regulations;

(g) summer school physical education programs, if conducted;

(h) policies and procedures for the conduct of extra-class programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the Commissioner shall be filed with the Division of Physical Education and Recreation as requested.

(7) Basic code for extraclass athletic activities. Athletic participation in all schools shall be planned so as to conform to the following:

(i) General provisions. It shall be the duty of trustees and boards of education:

(a) to conduct school extraclass athletic activities in accordance with these Regulations and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board for the enactment of such rules;

(b) to make the extraclass athletic activities an integral part of the physical education program;

(c) to permit only certified teachers to serve as coaches of interschool athletic teams in accordance with the following:

(i) certified physical education teachers may coach any sport in any school;

(ii) teachers not certified in physical education may coach any sport in any school, provided they have completed an approved pre-service or in-service education program for coaches or will complete such a program within three years of appointment. Such approved programs for coaches will consist of one of the following: (credits and hours vary depending upon the contact and endurance involved in the sport)

(a) a Department-approved college program of from 2 to 9 credits; or

(b) a Department-approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 15 to 120 clock hours; or

(c) a proficiency examination, conducted by Department-approved examiners; or

(d) an equivalent experience which is approved by the Commissioner of Education

(iii) persons who have been employed as coaches of specific sports in New York State schools who do not meet the requirements set forth in clause (c) of this sub-paragraph on September 1, 1974, may continue to coach such sports;

(d) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(e) to sacrifice no individual for the sake of winning events;

(f) to conduct all activities under adequate safety provisions;

(g) to equalize insofar as possible the powers of opponents in individual and group athletic competition;

(h) to provide adequate health examinations before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(i) to maintain an equitable division of facilities, budget and personnel between boys and girls;

(j) to permit no athletic team to represent a school except in conformance with these Regulations;

(k) to approve all traveling of individuals or teams under their jurisdiction;

(l) to permit no post-season games or tournaments;

(m) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(n) to permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities;

(o) to provide opportunity for instruction, practice and competition for pupils in grades 4 through 6 in extraclass programs which shall be basically intramural activities;

(p) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;

(q) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;

(r) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) Interschool athletic competition for pupils in junior high school grades 7, 8, and 9. Such competition shall be conducted in accordance with the following:

(i) Participation. Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:

(a) In junior high school, competition may include grades 7 through 9.

(b) In six-year high schools, competition may include grades 7 through 9.

(c) In four-year high schools, ninth grade pupils may participate in junior high competition.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11, and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades

9 to 12 inclusive, except that a pupil who attains the age of 15 years while enrolled in a grade below the ninth grade may take part in inter-high school sports, provided all other requirements are met. Such activities shall be conducted in accordance with the following:

(i) Duration of competition.

(a) A pupil shall be eligible for senior high school athletic competition only during eight consecutive semesters after his entry in the ninth grade and prior to graduation, unless sufficient evidence is presented by the chief school officer to the league or section to show that the pupil's failure to enter competition during one or more semesters was caused by illness, accident, or other such circumstances deemed acceptable to the league, section or association.

(b) A pupil shall be eligible for only four years of interschool competition in any one sport.

(c) A pupil shall be eligible for interschool competition only between his 14th and 19th birthdays. A pupil who attains the age of 19 years on or after September 1 may continue to participate during that school year in all sports.

(ii) Registration. A pupil shall be eligible for interschool competition in a sport, provided that he is a bona fide student, enrolled during the first 15 school days of the season of such sport, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted.

(iii) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the Commissioner of Education.

(c) Mixed competition for male and female pupils on interschool athletic teams. Male and female pupils may participate on the same teams in interschool athletic competition under the following conditions:

(i) There shall be no mixed competition in the following sports: baseball, basketball, field hockey, football, ice hockey, lacrosse, soccer, softball, speedball, team handball, and wrestling; and males may not compete on teams organized for female competition in the sport of power volleyball where the height of the net is set at less than eight feet.

(ii) In schools that provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the principal or the chief executive officer of the school may, in exceptional cases, permit a female or females to participate on a male team in sports other than those set forth in sub-paragraph (i) above. Males may not participate on teams organized for females.

(iii) In schools that do not provide separate competition for male and female pupils in a specific sport, no pupil shall be excluded from such competition, except in the sports set forth in sub-paragraph (i) above, solely by reason of his or her sex.

AMENDMENT TO REGULATIONS OF THE COMMISSIONER OF EDUCATION
Pursuant to Section 207 of the Education Law

Section 135.1 of the Regulations of the Commissioner of Education is amended by the addition of new subdivisions u, v and w, effective August 1, 1974, to read as follows:

(u) League is an organization of schools joined for the purpose of providing athletic competition among schools of comparable size, interests, and within reasonable distance of each other.

(v) Section is a geographic area of an athletic association established for the purpose of administration of athletic programs for member schools or leagues within such area.

(w) Athletic association is a central organization of schools joined together on a large geographic area or statewide basis for the purpose of governing athletic programs for all its member schools.

GUIDELINES
FOR
ELEMENTARY AND SECONDARY
PHYSICAL EDUCATION
PROGRAMS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Physical Education and Recreation
Albany, New York 12234

April 1975

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

1981 Theodore M. Black, A.B., Litt.D., LL.D., Pd.D.
Chancellor -- Sands Point
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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSOCIATE COMMISSIONER FOR
INSTRUCTIONAL SERVICES

April 1975

TO: City, Village and District Superintendents of Schools; Supervising Principals; Diocesan Superintendents; Public, Private and Parochial High School Principals; Directors of Physical Education

SUBJECT: Guidelines for the Implementation of the Revised Regulations of the Commissioner of Education Governing Physical Education

Since the Board of Regents' enactment of the revisions dealing with physical education in the Regulations of the Commissioner of Education, the staff has worked on guidelines for the implementation of the revised regulations. There has been a considerable amount of field involvement in this effort. There has also been a great deal of interest in having the guidelines distributed as soon as possible, since the new regulations require districts to develop local plans for physical education. It is a firm belief that a school district plan for physical education can produce a logical and sequentially developed program with an appropriate balance of activities.

It is hoped that these guidelines will provide useful suggestions for local school districts. Their purpose is to suggest alternative ways of achieving the goals of the Physical Education Regulations. They are written in general terms to permit as much local initiative and flexibility as possible.

If a school district is unable to meet the requirements of any specific regulations, this should be communicated to the Division of Physical Education and Recreation. The Division has the responsibility of cooperating with local districts to work out satisfactory solutions.

Suggestions for improving the attached guidelines, as well as questions about items that may not be clear, should be addressed to the Division of Physical Education and Recreation, New York State Education Department, Albany, New York 12234.

William L. Bitner III

William L. Bitner, III
Associate Commissioner

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PART I

INTRODUCTION

Revised Regulations of the Commissioner of Education governing physical education were approved by the Board of Regents at its June, 1974 meeting effective August 1, 1974. Section 135.1 was amended by the addition of three new subdivisions and Section 135.4 by repealing the old Section 135.4 and substituting a new Section 135.4.

The guidelines included herein have been prepared by the Division of Physical Education and Recreation to assist in the interpretation and implementation of these new Regulations. It should be noted that as a first draft, they are subject to change as experience with their use and new interpretation may warrant.

For the convenience of those who wish to refer to Sections in the Education Law which pertain to physical education, such Sections (803 and 3204) are quoted in Part I.

Part II is divided into divisions corresponding to those in the Regulations. In each division, the Regulation is quoted for ease of reference, followed by the guidelines and then by suggestions for information to be included in the district physical education plan. In some cases, sample forms are also included. Suggestions and ideas for the planning of physical education programs can be found in the guidelines.

It should be noted that,while general guidelines relative to the education program for non-physical education certified coaches are included herein, persons desiring specific information on offering such programs should contact the Division of Physical Education and Recreation.

Although considerable effort has been made to eliminate errors in these guidelines, the possibility of overlooking one is always present. Should any error be discovered, please let the Division of Physical Education and Recreation know about it. Any other suggestions for improving the quality of New Guidelines will be appreciated.

EDUCATION LAW, SECTION 803 AND 3204

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement statutory provisions.

Education Law, Section 803. Instruction in physical education and kindred subjects.

1. *All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.*

2. *The board of education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the regents.*

3. *The boards of education or trustees of two or more contiguous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.*

4. *Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.*

5. *It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical education provided for in this section, the period of instruction in each of such courses, the qualifications of teachers, and the attendance upon such courses of instruction.*

6. *The physical education hereinbefore provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any*

such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.

Education Law, Section 3204. Required Instruction

3. Courses of study

a. (1) The course of study for the first eight years of full time public day schools shall provide for instruction in at least the twelve common school branches of arithmetic, reading, spelling, writing, the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and science.

(2) The courses of study and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use in civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.

PART II

GUIDELINES

(a) SCHOOL DISTRICT PLANS

1. Regulation:

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as hereinafter provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the Commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.

2. Guidelines:

Each school district or unit is required to prepare a plan for its total physical education program covering grades K-12. Such plan may be as detailed as desired; but, in any case, the reader thereof should have a thorough, although summarized overview of the entire program and the conditions pertaining thereto. The plan should include information on each of the major divisions corresponding to those in the Regulations: (1) Curriculum, (2) Required Instruction, (3) Attendance, (4) Personnel, (5) Facilities, (6) Administrative Procedures, and (7) Basic Code for Extraclass Athletic Activities.

If a school district has K-12 curriculum materials, policy statements, and/or publications which go into greater detail then the information included in the district physical education plan, such materials may be included as supplementary data.

It is suggested that the plan be bound in some loose leaf form so that individual pages may be revised periodically.

3. Suggestions for Plan:

The following information should be considered for the title page:

(a) School District Name
(b) Date Plan Completed
(c) Date Plan Approved by Board of Education
(d) Name of Person Completing Plan
(e) Title of this Person

(1) CURRICULUM

1. Regulation:

(i) *The curriculum shall be designed to: (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life; (b) attain competency in the management of the body and useful physical skills; (c) emphasize safety practices; (d) motivate expression and communication; (e) promote individual and group understanding; (f) provide knowledge and appreciation of physical education activities; (g) make each individual aware of the effect of physical activity upon the body; (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and (i) reinforce basic learnings of other areas of the total school curriculum.*

(ii) *There shall be experiences of sufficient variety in each of the following: (a) basic and creative movement; (b) rhythm and dance; (c) games; (d) perceptual-motor skills; (e) individual and team sports; (f) gymnastics; (g) acquatics, where possible; (h) lifetime sports activities; (i) outdoor living skills; and (j) other appropriate activities which promote the development of boys and girls.*

(iii) *There shall be opportunity provided for participation in appropriate extra-class activities.*

(iv) *There shall be activities adapted to meet the differentiated needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education.*

(v) *There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.*

2. Guidelines:

Physical education is an integral part of the total educational growth and development process of each child, and it should significantly contribute in the areas of psychomotor, effective and cognitive development.

The sequential learning experiences designed to fulfill this development should be carefully planned, comprehensive, innovative and intricately combined with teaching strategies to translate the basic, as well as the relevant physical education concepts, into meaningful and successful programs that meet the individual needs of each student.

The product of such a program should be self-reliant, self-directed, fully functioning individuals, capable of living happy, productive lives in a democratic society where lifetime recreational sport experiences have great significance.

The curriculum should be developed on a K-12 basis and be appropriately directed toward levels of learning experiences within a particular activity so that regardless of chronological age and grade level, students are participating at their optimal level of performance.

It is strongly recommended that districts establish program goals and objectives with the latter stated in behavioral or performance terms. Consideration should be given to the establishment of objectives on a grade-level basis as well as on an overall, grades K-12, basis. Objectives should be developed in terms of individual capacities for all aspects of the program--physical fitness, motor skills, knowledges and attitudes.

Since objectives of the physical education program include knowledge and appreciation of physical education activities and the effect of physical activity upon the body, it is necessary that appropriate use be made of classrooms as well as other sites for physical education instruction.

In the elementary school, there should be regular communication with the classroom teacher to 1) assess individual needs, 2) identify methods and activities for integration of physical education, 3) provide information and knowledge that will be beneficial in supplementing the program.

Grades K-6

The primary program should provide for the development of basic movement and body management skills, coordination skills, self-expression and verbal communication. It needs to emphasize the development of basic concepts, attitudes, values, behaviors, and understandings associated with the ultimate goal of a physically educated person.

Integrated approaches should be considered and encouraged, not only with classroom teachers, but other special subject teachers.

Specific skills should be reinforced through game situations, but games should never dominate the program.

The intermediate program should provide opportunities for pupils to develop a higher degree of proficiency in basic movement and to synthesize these basic skills into complex situations in games, fitness, gymnastics, aquatics, and lifetime sports.

Grades 7-12

The secondary program should provide more complex basic movement and body management opportunities than those offered in the elementary schools. The program should be diversified and offer a wide range of activities in which a student can experience vigorous activities and challenges in a comprehensive intramural and interscholastic program.

As students progress, opportunities should be presented for increased knowledges, strategies, fitness, proficiencies, leisure activities, etc.

Increasingly, the emphasis should be on lifetime sports, lifetime fitness, leisure time and adventure sports activities. For students in grades 10-12, the equitable or innovative program provides the student with enrichment, specialization, elective and creative experiences.

For guidelines on adopting activities to meet differentiated needs of pupils, see page 16.

On the following pages are samples of cumulative records for physical education and physical fitness activities. School authorities should determine what records are to be kept for their schools. It is recommended that such records begin with kindergarten and continue each year through grade 12. Student progress toward achievement of program objectives should be reflected in these records.

3. Suggestions for Plan

Describe the activities in general and parts of the curriculum specifically designed to meet each of the objectives listed below (items 1-8) and provide information on curriculum development (items 9 & 10).

1. Physical Fitness and a desire to maintain fitness
2. Body management and physical skills
3. Safety practices in physical activities
4. Expression and Communication
5. Individual and group understanding
6. Knowledge and appreciation of physical education activities
7. Awareness of the effects of physical activity upon the body
8. Opportunities for pupil initiative, leadership, and responsibility
9. The date of the most current curriculum review
10. What is planned in terms of periodic assessment of the physical education curriculum

(2) REQUIRED INSTRUCTION

1. Regulation:

(i) Elementary Instructional Program - Grades K through 6.

(a) All pupils in grades K-6 shall participate in the physical education program on a daily basis. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering; or

(b) as provided in an equivalent program approved by the Commissioner of Education.

PHYSICAL EDUCATION RECORD-BOYS
(SAMPLE)

Date of Birth ____________________

Date of Entry ____________________

Name ____________________

Address ____________________

I Grade	7	8	9	10	11	12
Home Room						
Adviser						
Phys. Ed. Assignment-Inst.						
Individual Exer.						
Rest						

II Defects (from Medical Card)						

III Skill Tests	7	8	9	10	11	12	Knowledge Tests	7	8	9	10	11	12

IV Social Efficiency													
Interest							Cooperation						
Effort							Courtesy						
Leadership							Cleanliness						
Reliability							Self Control						
V Participation													
Absences							Excuses						

VI Grade	7	8	9	10	11	12		7	8	9	10	11	12		7	8	9	10	11	12
Archery							Lacrosse													
Badminton							Rhys. & Dance													
Baseball							Riflery													
Basketball							Skiing													
Bowling							Soccer													
Fencing							Softball													
Field Hockey							Speedball													
Football							Swm. & Diving													
Golf							Tbl. Tennis													
Gymnastics							Track & Field													
Handball							Volleyball													
Ice Hockey							Wgt. Training													
							Wrestling													

(Continued)

VII Honors and Competition

Varsity	9	10	11	Junior Varsity	9	10	Freshman	9	Junior High	7	8	9
Baseball				Baseball			Baseball		Baseball			
Bowling				Bowling			Bowling		Bowling			
Football				Football			Football		Football			
Gymnastics				Gymnastics			Gymnastics		Gymnastics			
Ice Hockey				Ice Hockey			Ice Hockey		Ice Hockey			
Lacrosse				Lacrosse			Lacrosse		Lacrosse			
Soccer				Soccer			Soccer		Soccer			
Swimming				Swimming			Swimming		Swimming			
Tennis				Tennis			Tennis		Tennis			
Track & Field				Track & Field			Track & Fld		Track & Fld.			
Wrestling				Wrestling			Wrestling		Wrestling			

Intramurals	7	8	9	10	11	12
Baseball						
Bowling						
Football						
Gymnastics						
Ice Hockey						
Lacrosse						
Soccer						
Swimming						
Tennis						
Track & Field						
Wrestling						

Honors	7	8	9	10	11	12
Captain Intramural						
Manager Intramural						
Class or Club Leader						
Captain Jr. High						
Captain Freshman						
Captain Jr. Varsity						
Captain Varsity						
Manager Jr. High						
Manager Freshman						
Manager Jr. Varsity						
Manager Varsity						

VIII New York State Physical Fitness Screening Test (See attached form).

IX Special Needs--Recommendations	X Record of Accidents	XI Conferences
7		
8		
9		
10		
11		
12		

NEW YORK STATE PHYSICAL FITNESS SCREENING TEST • CUMULATIVE RECORD

pupil's name ______ last ______ first ______ initial

check one BOY ☐ GIRL ☐

GRADE	______		______		______		______	
DATE	Mo ______ 19 ____		Mo ______ 19 ____		Mo ______ 19 ____		Mo ______ 19 ____	
AGE	Yrs ____ Mos ____		Yrs ____ Mos ____		Yrs ____ Mos ____		Yrs ____ Mos ____	
HEIGHT	Ft ____ In ____		Ft ____ In ____		Ft ____ In ____		Ft ____ In ____	
WEIGHT	lbs ______		lbs ______		lbs ______		lbs ______	
COMPONENT	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level
1. Agility		Ag		Ag		Ag		Ag
2. Strength		St		St		St		St
3. Speed		Sp		Sp		Sp		Sp
4. Endurance		E		E		E		E
Total Physical Fitness	SUM=		SUM=		SUM=		SUM=	

% ILES		PROFILE Ag	St	Sp	E		PROFILE Ag	St	Sp	E		PROFILE Ag	St	Sp	E		PROFILE Ag	St	Sp	E	
99	10					10					10					10					10
98	9					9					9					9					9
93	8					8					8					8					8
75 84	7					7					7					7					7
69	6					6					6					6					6
50	5					5					5					5					5
31	4					4					4					4					4
25 16	3					3					3					3					3
7	2					2					2					2					2
2	1					1					1					1					1
1	0					0					0					0					0

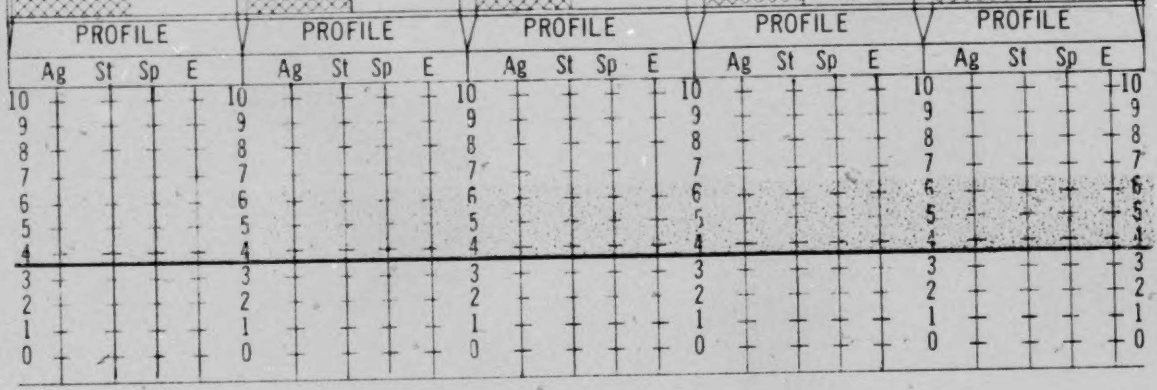
PHYSICAL FITNESS

The physically fit person is the individual who is able to carry out his normal everyday tasks without undue fatigue and still have an ample reserve of energy to enjoy leisure and to meet emergencies.

The University of the State of New York
The State Education Department
Division of Health, Physical Education and Recreation
Albany

(CONTINUED)

________		________		________		________		________	
Mo ______ 19 ____		Mo ______ 19 ____		Mo ______ 19 ____		Mo ______ 19 ____		Mo ______ 19 ____	
Yrs ______ Mos ____		Yrs ______ Mos ____		Yrs ______ Mos ____		Yrs ______ Mos ____		Yrs ______ Mos ____	
Ft ______ In ____		Ft ______ In ____		Ft ______ In ____		Ft ______ In ____		Ft ______ In ____	
lbs ________		lbs ________		lbs ________		lbs ________		lbs ________	
raw score	achievem't level	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level
Ag		Ag		Ag		Ag		Ag	
St		St		St		St		St	
Sp		Sp		Sp		Sp		Sp	
E		E		E		E		E	
SUM =		SUM =		SUM =		SUM =		SUM =	



USE OF PHYSICAL FITNESS CUMULATIVE RECORD CHART

The *Cumulative Record Chart* provides a convenient grade by grade record of pupil status and progress with respect to total physical fitness as measured by the New York State Physical Fitness Screening Test.

The pupil's *total physical fitness level* in each grade is indicated by a solid horizontal line drawn across the profile at the appropriate place on the achievement level scale.

A pattern of the pupil's relative strengths and weaknesses is indicated by a solid heavy line connecting the series of points on the four vertical lines, showing the achievement level for each of the four components.

The shaded area on the profile chart represents the levels attained by the middle 50 percent or average group of New York State pupils. The white portion below and above the shaded area represents the physical fitness levels of pupils in the upper and lower quarters of the grade.

The solid black line on the profile chart is at the 25th percentile and represents the minimum standard of performance for total physical fitness and for each of the four test components. Any pupil who scores below this percentile for total physical fitness is recognized as being physically under developed and any pupil who scores below this percentile for one or more of these components is identified as being below the desirable level in the one or more test items.

(ii) Secondary Instruction Program - Grades 7 through 12.

All secondary pupils shall have the opportunity for daily physical education taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

(a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) a comparable time each semester if the school is organized in other patterns; or

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or

(e) as provided in an equivalent program approved by the Commissioner of Education.

2. Guidelines

Grades K through 6.

The regulations provide that each pupil shall be scheduled for daily physical education activities totaling at least 120 minutes per week, exclusive of time for showering and dressing.

In those districts where it is not possible to employ certified physical education teachers to teach all or part of the daily program for each pupil, it is recommended that the classroom teacher teach physical education. The physical education teacher and the classroom teacher should work together in planning what activities are to be taught and how they are to be taught.

The type of program that may be provided in an alternative physical education program is left to the imagination and ingenuity of the personnel involved. However, approval for alternative programs must be secured from the Commissioner. Such requests shall be submitted to the Division of Physical Education and Recreation of the State Education Department at least ten weeks prior to implementation and shall include:

1. an outline of the program explaining what, why, and how physical education experiences in the alternative program are to be provided;
2. proposed evaluation for achievement of objectives.

Grades 7 through 12.

Opportunities for daily instruction for those who request it may be provided in numerous ways, such as assignment to daily class or pupil-teacher contracting.

All pupils, including B.O.C.E.S.' students, must be scheduled into the regular physical education classes or to one of the alternative programs. Some alternatives which may be used are:

1. Scheduling each pupil for at least 2 periods per week one semester, and three periods per week during the other semester; or

2. Providing each pupil a comparable time during each semester if the school scheduling procedures do not lend themselves to a weekly sequence, such as when 6 or more days are used in a cycle: scheduling the minimum of three periods per week and two periods per week alternating during a semester is comparable: in addition to its general use in the overall physical education program, individual contracting should be considered as a possible solution in cases where difficulty is encountered in scheduling pupils for physical education; or

3. For pupils in grades 10 through 12 only, allowing a time comparable to 2 1/2 periods per week during the semester in extraclass activities such as intramurals, athletic clubs, or interscholastic teams. Such pupils should have demonstrated an acceptable level of physical fitness, plus skill and knowledge of physical education program offerings. It is recommended that these pupils have in their cumulative files records which show that they have achieved the basic objectives of the physical education program for grades K-12, including evidence of having achieved acceptable levels as the result of testing (physical fitness, skill tests, and written examinations).

4. For pupils in grades 10 through 12 only, allowing a time comparable to 2 1/2 periods per week in an activity conducted outside of the school domain can be accepted as meeting the physical education requirements so long as the agency or organization and the personnel doing the instructing have been investigated and approved by the board of education. Such approvals should be periodically reviewed. This type of approval should only be given for those activities that are not ordinarily provided or cannot be provided by the school. Where approvals for such programs are given, there should be a specified period of time indicated, such as a marking period or a semester. Such approvals should also be reviewed periodically. Agencies or organizations approved could include: golf courses, riding academies, ballet schools, skiing centers, etc. In the event that a school is considering such an option, it is recommended that the school consult its counsel and insurance carrier for guidance.

5. As provided for in an equivalent type of optional program which has been submitted to the Division of Physical Education and Recreation for approval by the Commissioner. Optional programs submitted for approval must include:

    a. an outline of types of physical education objectives to be achieved and why, how and what activity experiences are to be provided;

    b. amount of instruction the pupils would receive from non-physical education teachers and standards used in selecting non-certified personnel;

c. a description of the evaluation procedures to determine the effectiveness of the optional program in meeting the objectives of the physical education program.

3. Suggestions for Plan

For Grades K-6:

a. Indicate the number of minutes per day, number of days per week and the number of days per year that pupils are scheduled for physical education.

b. If an optional program for grades K-6 has been approved by the Commissioner by filing through the Division of Physical Education and Recreation, indicate the date of approval and attach a copy of the approved program.

For Grades 7-12:

a. Indicate the number of minutes per day, number of days per week and the number of days per each semester of the high school year that pupils are scheduled for physical education in grades 7 through 12.

b. If any of the secondary grades are not organized in a pattern of weekly scheduling, explain how pupils are scheduled for physical education and the amount of time each pupil gets in physical education each semester.

c. If pupils in grades 10 through 12 are permitted to meet physical education requirements through participation in extraclass programs such as intramurals, clubs, or interscholastic athletics, describe the procedure, activities, and standards used in determining acceptable levels of fitness, skills, and knowledge of activities.

d. If pupils in grades 10 through 12 are permitted to meet physical education requirements through participation in out-of-school activities approved by the board of education, provide the following:

   1. Name and address of approved out-of-school organizations

   2. Amount of time pupils participate per week and semester

   3. Description of program offered

e. If an optional program for grades 7 through 12 has been approved by the Commissioner, through the Division of Physical Education and Recreation, indicate the date of approval and attach a copy of the approved program.

(3) ATTENDANCE

1. Regulation:

(i) *All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.*

(ii) *School district plans shall indicate the steps to be taken to insure that each pupil meets the requirement for participation in an approved physical education program. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.*

2. Guidelines

Reasonable measures can be taken to require pupils to attend and participate in physical education. If the pupil refuses to attend or participate, the teacher should immediately report the matter to the principal. School authorities then have an obligation to remedy the situation. This may be done by any of the usual persuasive or disciplinary measures available to them. Records of meetings and action taken should be kept. Parents should be involved to the extent that the school district considers necessary.

The amount of attendance and participation for successful completion of physical education must be determined by local school district authorities. It is recommended that boards of education adopt reasonable minimum standards for attendance.

A pupil who fulfills all the requirements and has exhibited acceptable evidence of satisfactory progress in terms of his abilities, but who has been unable to meet minimal standards of physical performance may not be denied advancement or graduation.

School credit for the required physical education program may be granted toward a school diploma. This is a local school board option. Standards for credit should be equitable to other subjects in the curriculum for which a pupil may receive credit.

It credit is being granted, it must be above the minimum 16 units required for a local diploma or the 18 units required for a regents diploma.

Plans may be submitted for approval to the Department for elective units in physical education for credit. This refers to elective credit, that which exceeds the basic required program. If a school district offers additional approved physical education courses beyond the required program, this may be counted as part of the 16 or 18 credits for a diploma. Credit for each course should be given on the same general basis as for other school courses.

The following are some examples of courses for elective credit: A semester course on the history of sport and physical education; Independent Study Course; Independent Participation Course; Research Activities; A Physical Education Major with several courses including theory and participation; Camping and Outdoor Living; Boating and Sailing; Preparation for Sports Officiating.

When credit is given for physical education, it would be reasonable to include the grade in the pupil's overall school grade average. However, whether the grade is or is not included in the school average is up to the local board of education.

Adapted Physical Education

The physical education program must provide for the needs of all pupils who are physically able to be in school. If a pupil has some physical condition which temporarily or permanently precludes him or her benefiting from participation in regular classes, the program must be adapted to meet the pupil's needs. Adaptations may range from cot rest up to something short of the regular activities. Consultation with the school physician may be desirable in some of these instances. The Bureau of Health Services of the State Education Department distributes a helpful bulletin entitled, "School Nurse-Teachers' Responsibilities for Adapted Physical Education".

A differentiated program must be provided for pupils who are in need of adapted programs as indicated by medical certificates of limitations. These certificates must be reviewed periodically.

Each school district should develop an appropriate medical form to indicate limitations or modifications for participation. This form must be cooperatively developed with medical personnel, school nurse, and other related personnel. (See sample form on page 17.)

Participation

All pupils shall participate in physical education irrespective of what programs they are enrolled in. This includes BOCES and other specialized programs.

3. Suggestions for Plan

If diploma credits are awarded for elective units in physical education courses in addition to the required program, indicate the date of approval of such programs by the Commissioner as filed through the Division of Physical Education and Recreation and attach a copy of the approved program.

Describe adapted programs designed to meet the special needs of those pupils who cannot participate in the regular activities.

Describe the procedures used to identify pupils with participation limitations and how a physician's medical recommendation includes the areas of the program in which such pupils are able to participate.

SUGGESTED FORM FOR USE WHEN MAKING SPECIAL ADAPTATIONS OF PHYSICAL EDUCATION TO MEET INDIVIDUAL PUPIL NEEDS*

....School

To Dr.......................................Family Physician Date..........................

Regarding the physical education activities of your patient..............................

we shall appreciate your cooperation in filling out this blank and returning it at your

earliest convenience to..principal of.................

....school.

All pupils registered in the schools of New York State are required by the Education Law to attend courses of instruction in physical education. These courses are required to be adapted to meet individual pupil needs. This means that a pupil who is unable to participate in the entire program should have his activities modified to meet his needs and/or improve his condition.

The following is a general list of activities included in the physical education program: (Please check the activities in which this pupil may participate.)

V=Vigorous M=Mild

V	M	
...	...	Basic & Creative Movement
...	...	Rhythm & Dance
...	...	Games
...	...	Perceptual-motor Skills
...	...	Individual & Team Sports
...	...	Gymnastics
...	...	Aquatics
...	...	Lifetime Sports Activities
...	...	Outdoor Living Skills

... Rest (No Physical Activity)
... Knowledge Aspects (No Physical Activity)

This is to certify that I have examined..

and recommend that he should participate only in the activities that are checked for a

period of ....weeks.

Remarks: ....

....

.... Date.................................
Family Physician

NOTE: This report will be attached to the child's school health record and a duplicate made for the physical education office.

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*This form is furnished as a sample and cannot be supplied to schools in quantities.

(4) PERSONNEL

1. Regulation:

(i) *Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.*

(ii) *When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel provided they have appropriate experience and are so approved by the Board of Education.*

(iii) *Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the Commissioner. School districts may share the services of a director of physical education.*

2. Guidelines

Physical Education Teacher. A certified physical education teacher is a person who has graduated from an approved college or university program majoring in physical education and who has certification to teach physical education in New York State.

Elementary Classroom Teacher. In school districts where pupils do not have a daily period of physical education taught by certified physical education teachers, the board of education will insure that appropriate activities developed with the assistance of the physical education staff, are taught by the classroom teacher to the extent required in the regulations.

Director of Physical Education. The person for this position must have certification to teach physical education. In addition, this person must hold the certification for school administrator and supervisor. Persons who were serving as Directors of Physical Education prior to September 1, 1969, may use the certificate to serve as director of physical education, health and recreation as meeting the certification requirements for a Director of Physical Education and this certificate is valid in any school district in New York State. If a school district has a director of athletics who is responsible only for athletics, this person is to be under the supervision of the director of physical education since athletics are part of the total physical education program.

Where there are extenuating circumstances, a member of the physical education staff may be designated to serve as a director, upon approval of the Commissioner. Such person should be working toward meeting the certification requirements. Small school districts should consider sharing the services of a Director of Physical Education through Boards of Cooperative Educational Services.

Coach. Since the coaching of interscholastic sports is teaching, any person who serves as a coach must hold a teacher's license. Any person who was legally coaching prior to September 1, 1974, may continue to coach in any school. All non-physical education certified teachers hired after September 1, 1974, must complete in-service or pre-service programs for coaches. It is the responsibility of the chief school officer to insure that the coaches meet these requirements.

Personnel, such as teaching assistants, substitute teachers and visiting lecturers, may be assigned to coaching if they complete a Department approved preservice or in-service education program for coaches within three years of appointment.

A teaching assistant is a person appointed by a board of education to provide, under the general supervision of a certified teacher, direct instructional service to students. Such teachers must hold temporary or continuing certification as teaching assistants issued by the State Education Department upon application by the chief school officer on forms prescribed by the Commissioner. A visiting lecturer is a person with unusual qualifications in a specific subject who may be issued a temporary license for a year, upon application to the State Education Department, by the chief school officer on a special form. (See form - Supplementary School Personnel Application.)

The teaching assistant can only serve as an assistant coach under the supervision of a certified teacher who is the head coach. The visiting lecturer can serve as a head coach, but this person must be on the staff as a lecturer in some area of education and his coaching be incidental teaching to his regular job of lecturing.

Since extraclass athletic activities are an integral part of the physical education program, all coaches of interscholastic teams and all teachers handling intramural activities must be under the general supervision of the Director of Physical Education.

3. Suggestions for Plan

Include a summary of the staff in grades K-6 and grades 7-12, separately, that would best characterize them in terms of conducting the physical education program. The following might be considered: Who teaches the program in grades K-6 and for how many days a week on the average; what supplementary personnel are used and how; and the number of non-physical educators employed as coaches and their sex.

Give the name of the director for the K-12 program and those of any assistants. List their highest degree earned, and the number of years of experience in that position.

(5) FACILITIES

1. Regulation:

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the planned program of physical education at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education and Recreation.

2. Guidelines

Information on requirements for indoor and outdoor physical education facilities are available from the State Education Department, Division of Facilities Planning. These are minimum requirements and may be exceeded by school districts.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
ALBANY, NEW YORK 12204

SUPPLEMENTARY SCHOOL PERSONNEL APPLICATION

INSTRUCTIONS

Print in ink or typewrite all entries except signatures. Applicant should complete Items 1 through 10. The superintendent of schools should complete items 11 through 15.

Have forwarded to this Division, official transcripts substantiating the qualifications shown in item 5 below. Transcripts or copies must bear the embossed seal and the signature of an authorized representative of the issuing institution. "STUDENT COPIES" of transcripts are not acceptable. Please do not send fee until requested.

1. Name .... ☐ Miss ☐ Mrs. ☐ Mr.
[*Last*] [*First*] [*Middle*] [*Maiden*]

2. Permanent address ....
[*Street and Number*] [*City*] [*State*] [*Zip Code*]

3. Date of birth ..../........../.......... Social security number ....
[*Month*] [*Day*] [*Year*]

4. Credential requested: ☐ Temporary License — Teaching Assistant
☐ Continuing Certificate — Teaching Assistant
☐ Temporary License — Visiting Lecturer ....
[*Subject(s)*]

5.

EDUCATION

EDUCATION	NAME OF SCHOOL AND LOCATION	ATTENDED FROM—TO				YEARS COMPLETED	DID YOU GRADUATE?*	MAJOR SUBJECT	DEGREE RECEIVED
		MO.	YR.	MO.	YR.				
High school									XXXXX
College, university, or technical school(s)									
Other schools or special courses									

* If no, indicate high school equivalency diploma number.

6.

TEACHING, OTHER SCHOOL EXPERIENCE, AND/OR RELATED EXPERIENCE

NAME OF EMPLOYER	ADDRESS	POSITION HELD	DUTIES	DATES	
				From	To

7.

TEACHING CERTIFICATES OR LICENSES ISSUED TO YOU

TITLE OF CERTIFICATE OR LICENSE	ISSUING STATE OR CITY	EFFECTIVE DATE	EXPIRATION DATE	VALID FOR WHAT SUBJECTS OR AREAS?

8.

CITIZENSHIP

Are you a citizen of the United States? .... If not, attach your original copy of your Declaration of Intention.

(CONTINUED)

9. ADDITIONAL INFORMATION

A. Have you ever been arrested for or convicted of a criminal offense (with the exception of minor traffic violations)? .... If so, please attach copies of court records, including disposition of case.

B. Have you ever had a teaching certificate revoked or suspended? .... If so, please indicate on a separate sheet the reasons for the revocation.

C. Have you previously applied to the New York State Education Department for a teaching certificate? ....

10. AFFIDAVIT

Under the penalties of perjury, I declare and affirm that the statements made in the foregoing application, including accompanying statements and transcripts are true, complete, and correct.

.... Date .... *Signature of Applicant*

EMPLOYING SUPERINTENDENT'S STATEMENT

11. Description of the supplementary school person's duties: ....

12. Description of how the supplementary school person will be supervised: ....

13. Description of the employing school district's in-service training program for supplementary school personnel and for the professional staff utilizing same: ....

14. Description of district's plan for use of supplementary school person: ....

15. This certifies that the above-named person is to be employed under the conditions described as a supplementary school person.

Signature .... *Superintendent of Schools* School district ....

Date .... Address ....

17441

In selecting a site, developing outdoor facilities and designing an indoor facility, primary consideration must be given to the health and safety of the students and teachers as well as all others who will visit the school. Facilities should be designed to implement the desired curriculum of the district and accommodate peak loads.

Services of the Division of Physical Education and Recreation are available for consultation on curriculum and instructional needs as they relate to site and facility planning. The wide variety of staff experiences and information has proved most useful to school officials. For such services, contact the Division of Physical Education and Recreation. Division involvement is most fruitful early in the planning stages and is strongly recommended.

The Division of Physical Education and Recreation will prepare and distribute substantive guidelines for relating physical education program needs to facility planning.

3. Suggestions for Plan

Include a summary of school district and community facilities used in the program, both indoor and outdoor, that will best describe them and how they are used.

(6) ADMINISTRATIVE PROCEDURES

1. Regulation:

(i) School district plans for the physical education program shall include information on the following administrative procedures:

- *(a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;*
- *(b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;*
- *(c) class size and grouping patterns which are compatible with the activities being taught;*
- *(d) use of non-school facilities;*
- *(e) use of non-certified persons, such as student leaders, practice teachers, etc.;*
- *(f) use of supplementary personnel which are described in Section 80.33 of these regulations;*
- *(g) summer school physical education programs, if conducted;*
- *(h) policies and procedures for the conduct of extraclass programs.*

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the Commissioner shall be filed with the Division of Physical Education and Recreation as requested.

2. Guidelines

The Director of Physical Education should submit all policies and procedures through the appropriate administrative channels for consideration and action by the board of education.

(a) Curriculum Development. A written curriculum guide for grades K-12 should be developed. It is recommended that this guide be done in a loose leaf binder format so necessary changes can be made with a minimum of effort. Included in the curriculum guide should be policies and procedures which provide continuity and progression of instruction in grades K-12.

(b) Evaluation. Examinations and tests to be used in evaluating pupil status and progress in physical education should be adopted by the board of education.

Standardized tests such as the New York State Physical Fitness Test, the New York State Physical Fitness Screening Test, the President's Council Physical Fitness Test and the American Association for Health, Physical Education and Recreation Physical Fitness Test are recommended to determine pupil needs and progress in physical fitness.

Either standardized tests or teacher made tests should be administered to determine pupil needs and progress in knowledge and skills.

(c) Grouping patterns. It is important to consider the space that is available and the type of activities that are being taught. Depending upon the type of activities that are being taught, various grouping patterns could be considered, particularly in regard to improving the quality of instruction, as well as contributing to the health and safety of pupils. Some suggested grouping patterns include:

- Large group instruction, particularly with respect to lectures, testing and use of audio-visual aids.
- Small group instruction, particularly with respect to teaching skills and techniques.
- Independent study, particularly with respect to studying or participating in depth in some part of the physical education program.

(d) Use of non-school facilities. It is suggested that the physical education staff consider the following in using non-school facilities:

- A survey be conducted to identify existing community facilities that could be utilized in teaching physical education activities.
- A record be kept of each non-school facility that is used for physical education. This record should include the following information:

  --Name, address and telephone number of the facility;
  --Type(s) of activities that can be taught there;
  --Cost, if any, of using the facility;
  --Accessibility of transportation:
  --Equipment and/or supplies available at the facility;
  --Time(s) the facility is available for use;
  --Number of people the facility can accommodate;
  --Instructional and/or supervisory personnel provided by the facility.

- Visits should be made to all non-school facilities prior to their being used to be sure they provide pupils with a safe and healthful environment.
- Pupils using non-school facilities for physical education should have the same liability insurance as pupils taking part in any other school approved activity that is conducted off the school site.

(e) Use of non-certified persons. In using non-certified persons, it is important that the following be considered:

- Non-certified persons, such as student leaders or practice teachers, may provide instructional service to pupils under the supervision of a certified physical education teacher. Such non-certified personnel should be utilized by the physical education staff in those activities which they possess the greatest knowledge and proficiency.
- Non-certified persons, such as community resource personnel, may provide instructional service to pupils who use non-school facilities when approved by the board of education. Such personnel can teach without the presence of a licensed teacher. These individuals can supplement instruction by the physical education staff. A record should be kept of all community resource personnel used in the physical education program. This record should include the following information:

  --Name, address and telephone number of the individual;
  --The activity the individual is best qualified to teach;
  --The educational background and professional experience the individual possesses in the activity.

In considering the use of non-certified personnel, both the individuals providing instruction and the facilities to be used should be evaluated.

(f) Use of supplementary personnel. Supplementary personnel such as teacher aides, teaching assistants and visiting lecturers may assist the physical education staff in the conduct of the program.

A teacher aide may assist in such non-teaching duties as keeping physical fitness records, issuing supplies and equipment and providing locker room supervision. He may not teach in any respect whatsoever.

A teaching assistant may provide direct instructional service to pupils under the supervision of a certified teacher or coach. Such service would include working with individual pupils or groups of pupils on specific instructional activities, providing the teacher or coach with information about pupils who will assist the teacher in the development of appropriate learning experiences, and assisting pupils in the development of instructional materials.

A non-certified person having unusual qualifications in physical education can be issued a temporary license as a visiting lecturer to supplement the regular program of instruction. Such an individual could be utilized to provide instruction in a specific activity within the physical education curriculum.

Where teaching assistants and visiting lecturers are used by school districts, they must be approved through submitting an application to the State Education Department. (See Form - Pages 20-21.)

(g) Summer school physical education programs. Summer school programs of physical education may be conducted to meet the needs of students in the school district. Such programs shall be conducted in accordance with Regulations and the program policies in effect during the school year.

(h) Policies and procedures for the conduct of extraclass activities. A policy booklet for the conduct of extraclass programs in physical education should be developed and be presented to the board of education for approval.

Appropriate members of the school district administrative staff, including all guidance personnel, should be made aware of the contents of the policy booklet.

3. Suggestions for Plan

Describe each of the following as used in the physical education program:

a. Tests and examinations;
b. Class sizes and special grouping patterns for various activities;
c. Use of non-school owned facilities;
d. Use of student leaders and student teachers;
e. Use of teaching assistants, visiting lecturers, and teacher aides, and;
f. Summer school programs.

(7) BASIC CODE FOR EXTRACLASS ATHLETIC ACTIVITIES

1. Regulation:

Athletic participation in all schools shall be planned so as to conform to the following:

(i) General provisions. It shall be the duty of trustees and boards of education:

- *(a) to conduct school extraclass athletic activities in accordance with these regulations and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board of the enactment of such rules;*
- *(b) to make the extraclass athletic activities an integral part of the physical education program;*
- *(c) to permit only certified teachers to serve as coaches of interschool athletic teams in accordance with the following:*
  - *(i) certified physical education teachers may coach any sport in any school;*
  - *(ii) teachers not certified in physical education may coach any sport in any school, provided they have completed an approved preservice or in-service education program for coaches or will complete such a program within three years of appointment. Such approved programs for coaches will consist of one of the following: (credits and hours vary depending upon the contact and endurance involved in the sport)*
    - *(a) a Department-approved college program of from 2 to 9 credits; or*
    - *(b) a Department-approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies from 15 to 120 clock hours; or*
    - *(c) a proficiency examination, conducted by Department-approved examiners; or*

(d) an equivalent experience which is approved by the Commissioner of Education.

(iii) persons who have been employed as coaches of specific sports in New York State schools who do not meet the requirements set forth in clause (c) of this subparagraph on September 1, 1974, may continue to coach such sports.

(d) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(e) to sacrifice no individual for the sake of winning events;

(f) to conduct all activities under adequate safety provisions;

(g) to equalize insofar as possible the powers of opponents in individual and group athletic competition;

(h) to provide adequate health examinations before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(i) to maintain an equitable division of facilities, budget and personnel between boys and girls;

(j) to permit no athletic team to represent a school except in conformance with these regulations;

(k) to approve all traveling of individuals or teams under their jurisdiction;

(l) to permit no post-season games or tournaments;

(m) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(n) to permit any individual or team to represent a school only in games, meets, or tournaments which are conducted by secondary school authorities;

(o) to provide opportunity for instruction, practice and competition for pupils in grades 4 through 6 in extraclass programs which shall be basically intramural activities;

(p) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;

(q) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;

(r) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) Interschool athletic competition for pupils in junior high school grades 7, 8, and 9. Such competition shall be conducted in accordance with the following:

(i) Participation. Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:

(a) In junior high school, competition may include grades 7 through 9.

(b) In six-year high schools, competition may include grades 7 through 9.

(c) In four-year high schools, ninth grade pupils may participate in junior high competition.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11, and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 through 12 inclusive, except that a pupil who attains the age of 15 years while enrolled in a grade below the ninth grade may take part in inter-high school sports, provided all other requirements are met. Such activities shall be conducted in accordance with the following:

- (i) Duration of competition.
  - (a) A pupil shall be eligible for senior high school athletic competition only during eight consecutive semesters after his entry in the ninth grade and prior to graduation, unless sufficient evidence is presented by the chief school officer to the league or section to show that the pupil's failure to enter competition during one or more semesters was caused by illness, accident, or other such circumstances deemed acceptable to the league, section or association.
  - (b) A pupil shall be eligible for interschool competition only between his 14th and 19th birthdays. A pupil who attains the age of 19 years on or after September 1, may continue to participate during that school year in all sports.
- (ii) Registration. A pupil shall be eligible for interschool competition in a sport, provided that he is a bonafide student, enrolled during the first 15 school days of the season of such sport, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness accepted.
- (iii) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the Commissioner of Education.

(c) Mixed competition for male and female pupils on interschool athletic teams. Male and female pupils may participate on the same teams in interschool athletic competition under the following conditions:

- (i) There shall be no mixed competition in the following sports: baseball, basketball, field hockey, football, ice hockey, lacrosse, soccer, softball, speedball, team handball, and wrestling; and males may not compete on teams organized for female competition in the sport of power volleyball where the height of the net is set at less than eight feet.
- (ii) In schools that provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the principal or the chief executive officer of the school may, in exceptional cases, permit a female or females to participate on a male team in sports other than those set forth in subparagraph (i) above. Males may not participate on teams organized for females.
- (iii) In schools that do not provide separate competition for male and female pupils in a specific sport, no pupil shall be excluded from such competition, except in the sports set forth in subparagraph (i) above, solely by reason of his or her sex.

2. Guidelines

Contest Rules. Rules to be used for interscholastic contests between schools belonging to recognized secondary athletic associations shall be approved by the executive bodies of the associations. Schools not belonging to an athletic association may use nationally accepted game rules adopted or modified for secondary school competition.

Athletic Leagues and Associations. Secondary schools may hold membership in athletic leagues and associations with the approval of their boards of education or trustees. Athletic associations belonging to the New York State Federation of Secondary School Athletic Associations shall be recognized as the appropriate school authorities organized for the purpose of conducting interscholastic competition at or beyond the league or division level.

Schools holding membership in leagues or associations shall conform to the approved rules and standards of the leagues and associations. Rules and standards of the leagues and associations shall not contravene the intent of the Regulations of the Commissioner of Education. The State Education Department shall periodically review the rules and standards of athletic leagues and associations in order to insure that they conform to the statutes and regulations of the State of New York.

Coaches. All non-physical education certified teachers who start coaching interschool athletic teams in any capacity at any level in New York State schools on or after September 1, 1974, must satisfactorily complete an approved pre-service or in-service education program for coaches within three years of appointment as a coach but must begin the program by taking at least one course or credit experience by the second year. Persons who were legally coaching interschool athletic teams in New York State prior to September 1, 1974, may continue to coach any sport.

It is the responsibility of the superintendent of schools or chief school officer to see that all non-certified physical education teachers who are or will be coaching have satisfactorily completed the education program for coaches or will have completed such a program within three years of appointment as a coach. Each school district is responsible for keeping permanent records on persons who have been or are coaching in that school district including sport coached, period of time, capacity, and data concerning the education program, if pertinent.

There are three ways to complete the education program requirement.

1. Pre-service and in-service programs. Pre-service courses may be taken by men and women preparing to become teachers. Individuals eligible to take in-service education courses are men and women who are certified to teach in New York State, including Teaching Assistants and Visiting Lecturers who have been approved by the State Education Department (see sample form--Supplementary School Personnel Application). Out-of-state coaches coming to New York are required to take the in-service education program in total or part. The agency offering this program may grant credit for the areas of "theory and techniques of coaching" and "health sciences applied to coaching" upon the presentation of appropriate evidence that

the person's background in these areas is satisfactory. However, all out-of-state coaches are required to take the course in "philosophy, principles, and organization of athletics in education" to assure that they are familiar with the philosophy and regulations governing athletics in this State. It is strongly recommended that physical education teachers coming into the State to coach also take this course for the same reason.

The courses in "philosophy" and "health sciences" herein outlined will suffice to meet the requirements for each and all of the designated activities. In addition to these courses, a minimum two semester hours or 30 clock hours in "coaching theory and techniques" are required in each sport for which approval is requested by a candidate. Please note, however, that for sports hereinafter listed as "non-strenuous and non-contact", only the "philosophy" course is mandated. Each program offered must have the prior approval of the State Education Department. Applications are to be made to the Division of Physical Education and Recreation. To be approved, each course must be specifically designed to include at least the following content:

a. Philosophy, Principles and Organization of Athletics in Education (2 to 3 semester hours or 30 to 45 clock hours) Basic philosophy and principles of athletics as integral parts of physical education and general education; State, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchase and facilities. (Note: Not to be a course in "administration".)

b. Health Sciences Applied to Coaching (3 to 4 semester hours or 45 to 60 clock hours) Selected principles of: biology, anatomy, physiology, kinesiology, psychology, and sociology related to coaching; human growth and development; safety: first aid and care of injuries; training and conditioning athletes.

c. Theory and Techniques of Coaching (a designated sport) - (2 to 3 semester hours or 30 to 45 clock hours) History, objectives, rules, regulations, and recommendations; teaching methods, performance skills; technical information (offense, defense, strategy, etc.); organization and management; methods for developing, training and conditioning athletes; care and fitting of equipment; safety; officiating.

Following is a listing of the minimum hours to be scheduled for various sports:

a. Strenuous/Contact Activities
(Minimum: 9 semester hours or 120 clock hours)
    (1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours.
    (2) "Health Sciences" course: 3 to 4 semester hours or 45 to 60 clock hours.
    (3) "Coaching Techniques" course: 2 to 3 semester hours or 30 to 45 clock hours.

b. Non-Strenuous/Non-Contact Activities
   (Minimum: 2-3 semester hours or 30-45 clock hours)
   (1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours.

Strenuous/Contact Activities include: football, soccer-speedball, track and field (cross-country, indoor, outdoor), gymnastics, wrestling, basketball, swimming, ice hockey, baseball-softball, lacrosse, field hockey, team handball, volleyball, tennis, badminton, fencing, crew, skiing, and handball.

Non-Strenuous/Non-Contact Activities include: bowling, golf, archery, riflery, shuffleboard, and table tennis.

Who may offer approved programs? Programs may be given by four-year colleges and universities, two-year colleges, individual school districts, several school districts in concert, B.O.C.E.S., professional organizations and other recognized groups or agencies that receive approval from the State Education Department for such programs. Agencies wishing to offer the program shall make application to the Division of Physical Education and Recreation.

A minimum of 10 weeks must be allowed for processing each application. The person making the application should be the chief-executive officer or comparable person for the sponsoring agency. Two copies of all materials shall be submitted. Upon approval, one copy will be returned to the applicant.

The materials to be submitted for program approval shall include:

a. A description of the content in each course, including the basic information as outlined above.
b. The name of the person(s) teaching the course(s), including his college transcripts and evidence to verify his experience and demonstrated competence to teach that particular course.
c. A listing of the resource persons and materials that the agency has or has access to.
d. A statement as to the time allocation for each course.
e. A description of the evaluation techniques to be used.
f. A statement from the agency indicating its responsibility for keeping permanent records on students who satisfactorily complete its courses.

Additional educational experiences. Credit toward partial fulfillment of the education program for coaches may be achieved through participation in appropriate conferences, clinics, coaching schools, and other experiences of a comparable nature, either in part or whole. The Division of Physical Education and Recreation will compile an annual listing of such programs with the amount of credit approved for each. Organizations desiring to be included on this list should write to the Division.

2. Proficiency Examination. Non-physical education certified teachers wishing to obtain approval for coaching a specific sport through a proficiency examination, may obtain names and addresses of Education Department-approved

examiners by writing to the Division of Physical Education and Recreation. Such examinations will encompass the same knowledge areas as the college and in-service education courses. Examinations will consist of a written and/or oral phase as well as a practical test in most cases. Examiners will be authorized to issue letters of approval to applicants upon satisfactory completion of all phases of the examination. Examiners will accept evidence of attendance at approved college and/or in-service education courses as partial fulfillment of subject areas in which the applicant is to be examined. Conversely, following the examination, any areas deemed not acceptable to the examiner may be satisfactorily completed by attending an approved college or in-service education course covering those areas and thereafter presenting evidence of attendance to the examiner.

Please note: Due to the considerable amount of time required to select and instruct the examiners in the many sports involved, implementation of this alternative may take one or two years. Where possible, it is suggested that the college and/or in-service education route be used temporarily by applicants.

3. Equivalent Experience Which May Be Approved by The Commissioner of Education. To obtain the Commissioner's approval for an equivalent experience, teachers must possess an unusual background in the areas specified for minimum college and/or in-service programs, including knowledge and application. Since emphasis is on the unusual conditions pertaining to the individual case, it is anticipated that few teachers will meet the education program requirement in this manner. Persons interested in making application for equivalent approval, may obtain forms from the Division of Physical Education and Recreation. The completed applications must be signed and transmitted to the Division by the chief officer in the school district where the applicant will be coaching. The application must be accompanied by evidence verifying essential facts included in the application. Once approved in this manner, the teacher may coach in the sport(s) in which he is approved in any school in the State.

Health Examinations. School health records may be used to determine pupil readiness to participate in an intramural program. No special medical examination is required.

Medical examinations for students before participation in interscholastic sports must be provided. Although the school physician may consult with the family physician, the school physician has the absolute authority to determine the physical capability of a pupil to participate in a sport.

The school physician's examinations may be started on August 1, and shall indicate the category or categories of activities in which the student may participate. The examination and approval of the school physician shall be valid for the school year with the exception that if the student is absent from school for 5 or more consecutive school days or has received an injury, he must have an examination by the school physician before returning to competition.

The American Medical Association's pamphlet entitled "A Guide for Medical Evaluation for Candidates for School Sports" is the suggested criterion to be used by the school physician in his decision to qualify or disqualify. An additional bulletin entitled, "Department Policy Relative to Medical Examinations for Organized Interscholastic Athletic Activities" is available from the Bureau of Health Services, State Education Department.

Intramurals (Grades 4-12). Intramural sports activities should be limited to participation and competition among pupils within one school building or one school district, except in larger school units where inter-building competition in grades 7 through 12 would more appropriately be conducted as interscholastic competition.

In grades 4 through 6, extraclass athletic activities should primarily be intramural sports. In grades 7 through 12, both intramural and interscholastic competition may be conducted. Intramural activities should involve pupils only. No pupil-faculty competition shall be approved at any grade level.

Eligibility Standards. Except in those schools entered in the "Selection/Classification Experimental Program", all pupils, male and female, shall be eligible for interscholastic athletic competition in grades 7 through 12 in accordance with Section 135.4 (7) (ii) of the Regulations of the Commissioner of Education and other appropriate standards established by leagues, sections, or associations.

Sports Standards. The sports standards of the Regulations of the Commissioner of Education and the recognized school athletic associations of the State which were in effect prior to August 1, 1974, shall temporarily be the sports standards guidelines established by the Commissioner of Education. New guidelines are being developed and will be reviewed by all school athletic associations before going into effect.

3. Suggestions for Plan

Describe the intramural program including grade levels, activities, and extent of programs.

Provide information on the following interschool athletic activities:

a. List sports and levels of competition offered for boys;
b. List sports and levels of competition offered for girls;
c. Names, teaching certificate numbers of coaches, including how non-physical education teachers appointed after September 1, 1974, met the educational options for coaching;
d. Name of leagues, section and/or athletic associations in which the school holds membership;
e. List of non-contact sports in which mixed participation is permitted.

UNITED STATES OF AMERICA

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CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT - COLLEGES AND UNIVERSITIES

A. Physical Education = The service program in colleges and universities.

Service Program = Activity courses offered to meet general college and university requirements and electives.

Colleges and Universities = In the United States of America a post secondary school, or a school of higher education may be organized at a small or a single unit of administration and may be termed a college. A college is usually directed toward one general educational aim, as the arts or the humanities. A collection of colleges may constitute a university. Usually physical education is in the college of education, but in some larger schools it is a separate college (or sometimes called a school) within the university. These colleges of physical education are given varying names in different universities and then inclusions vary, also.

NOTE: This paper follows the sequence of numbers as provided in the UNESCO, Annex CL/2458. Not all of the numbers of that document are covered in this paper, as they are treated in detail in other specialty papers in the Appendix and they are covered in the report prepared by the United States of America.

I. Aims and Objectives

There is no federal program of physical education in the United States but there is a general agreement on program objectives and a similarity in existing programs on all levels including that of the colleges and universities. The statements by most colleges and universities include: the development of the whole man, mentally, physically, emotionally and socially as overall aims, and include objectives such as: 1/

(1) the development of vitality and organic power
(2) the development of a broad base of neuro-muscular skills
(3) the development of attitudes toward play as part of the good life, and
(4) the development of standards of sportsmanship through a laboratory of game experiences

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1/ Bucher p. 19

Of special significance in recent years is the emphasis on lifetime sports and individual sports in all schools, including the colleges and universities. Oxendine reports only "recreational" and "fitness and weight control" activities have shown significant gains in recent years while team sports offerings have been decreased in half the schools reporting.[1] There has been a trend in colleges and universities in recent years to present the "why" of exercise to encourage voluntary continuity of the activity in later life. There has been emphasis on physical conditioning activities and weight training to increase strength in both physical education classes and for athletics. Prophylactic and corrective programs have been developed to aid atypical students. Work with returning handicapped veterans, the obese and those of low physical fitness has come into the focus of professional attention.

A survey by the National Junior College Athletic Association in 1970 shows the following ranking of activities from approximately 50,000 participants registered in the instructional program down to 30,000 in each activity, with almost as many in the intramural program in some of the activities: [2]

Volleyball
Bowling
Basketball
Golf
Badminton
Archery
Tennis

Many colleges and universities have expanded their offerings to include recreational, instructional and developmental programs for faculty, staff, disadvantaged and community members. Junior colleges have extended the use of their facilities to the entire community, serving as recreational agencies on a year-round basis. Jones reports over 2,500 participating in the continuing education program of just one of the 48 junior colleges in the state of Texas. [3] (Junior colleges are usually city or county based and supported and offer a two year program of studies)

2. Structure, Organization, Administration

(I) Administrative Bodies

Education in the United States is a state and local function so interpreted in the 10th amendment of the Constitution. [4]

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[1] Oxendine p. 2 (this is a survey of 4-year college programs)
[2] JUCO Review, October 1970 (a survey of 2-year junior college programs)
[3] Jones, Dan p. 95 N.C.P.E.A.M. Proceedings
[4] Exceptions are West Point, Annapolis and Air Force, and Gallaudet College for the Deaf in Washington, D.C., which are federally operated

The legal authority, responsibilities and functions for the development, implementation, administration and supervision of college and university programs of physical education in each state are with the state board of education, or board of regents, and in some cases with local boards of education. For private schools, the responsibility lies with their trustees, who may be, or partially, influenced by the state boards of education through their control over degree granting programs within the state or through their charter.

The Commissioner of Education, or State Superintendent of Education, may be elected or appointed, depending on the state, and usually operates independently through his board except as approval or disapproval of budgetary items might curtail activity. The state department of education usually acts as a stimulatory, or encouraging, body rather than a regulatory one.

(II & III) Instruction is suited to the conditions of the learner and the structure under which the teaching or coaching is taking place.

(IV) Financial Support

Financial support for colleges and universities comes from different sources, depending on the type of institution. State schools derive their major support from the state. A few city and county colleges derive their support from the city or county involved and partially from the state. Private colleges and universities are usually privately supported but some receive state support in the form of state subsidies. All institutions may receive federal aid in the form of research contracts and subsidies. Business organizations and alumni contribute funds voluntarily and some schools receive funds through athletic gate receipts. Usually these latter funds are expended on athletic facilities and programs and do not supplement special funding for the school.

3. Curriculum

(I) Requirements by Hours & (II) Conditions of Program Participation

In the independent responsibility which exists for states and independent groups to direct colleges and universities there exists some variation in program offerings and in student requirements. A status report for 1971-72 indicates: 1/

1/ Oxendine, p. 2

1. 95% offer programs in physical education for the general college student
2. 74% require physical education of all students and an additional 8% have a requirement in certain schools or departments
3. There has been a 10 to 15 percent decrease in institutions requiring physical education (within the past 4 years)
4. The majority of institutions with a requirement mandates physical education for a period of 2 years (there has been a slight shift toward a 1 year requirement).

Evidence is that when the requirement is dropped about one-fourth of the students elect to take physical education. There is a continuing or increasing tendency for colleges and universities to grant academic credit for physical education courses (74%) and to count in point-hour ratios and in honors toward graduation (63%). [1]

Coeducational courses have grown so that the majority of physical education courses are now of this type. This has eased the problem of scheduling separate facilities for all activities, but the growth in interest in sports, particularily for women, has placed new demands upon the requirements for sports practice and performance - many administrative and accommodation areas must be maintained separately for men and women.

The time devoted to a college required physical education course is 2 or 3 periods per week with actual class time of about 35-40 minutes in class activity during a 50 or 60 minute scheduled class period.

(III) Types of Instruction

Although many courses are sport oriented in the sense that they teach game techniques and participation, there are also many special developmental activities offered, such as weight lifting, rowing, jogging and wrestling and in recent years more attention has been given to insuring strenous physical activity within the period if the activity permits it. Dancing in various expressional forms and gymnastics for women show high registration in many schools.

The N.C.A.A. reports that its member institutions provide opportunity to participate in nearly 60 different physical education activities but that actual participation numbers dropped from 1,339,943 (men and women) in 1966-67 to 1,073,964 in 1971-72 due to elimination of requirements on many campuses. [2]

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1/ Oxendine, P. 2
2/ N.C.A.A. Report #4, P. 23

These figures refer to the actual skill learning scheduled, so-called "service" classes and not the interscholastic, intramural, club activities or free play opportunities provided in the same schools. 1/

The top ten activities in physical education based upon number of men and women participants in 1971-72 according to the N.C.A.A. report were as follows:

	Men		Women
1.	swimming	1.	tennis
2.	tennis	2.	swimming
3.	basketball	3.	bowling
4.	volleyball	4.	volleyball
5.	bowling	5.	badminton
6.	golf	6.	golf
7.	weight lifting	7.	archery
8.	handball	8.	basketball
9.	badminton	9.	gymnastics
10.	archery	10.	softball

In those parts of the country where mountain or water areas are available, some colleges and universities have summer camp or ski areas where instruction or recreational camping experiences are offered. In a few places these areas are close enough to offer such activities as skiing, canoeing, sailing, or camping, as part of the regular curricular offerings. Some colleges and universities located in areas were such activities are popular offer courses or extracurricular activity in circus, rodeo or logging.

Many colleges are expanding opportunities for the physically handicapped aimed at rehabilitation, recreation and fitness for the participants.

(IV) Organization and Integration within the College or University

Many colleges and universities coordinate some parts of the program offerings with other departments. Most commonly the courses or programs in dance are associated with instruction and performance in music, drama and art.

Physical activity and sport courses are sometimes affiliated with anatomy, zoology, sociology, public relations, and guidance courses and services. The intent of such associations and interpretations lie indirectly with institutions or collectively with departments. There is a stirring or a move to make physical education and sport interdepartmental or to build it as a discipline.

1/ See Section B for interschool, intramural, club activities and free play

4. Methods

Physical education teachers are qualified certified teachers prepared in the same schools as all other teachers in the schools and colleges in the United States. Their techniques and methods are usually up-to-date and similar to methods generally used in our colleges and universities. Demonstration, audiovisual presentations, video tape play back teaching of fundamentals, drills and similar techniques are used. Pre-testing, periodic testing, skill testing, competition in actual game situations and knowledge testing are all employed.

The A.A.H.P.E.R. Physical Fitness Test, or similar tests are generally used to pre-test or measure degrees of fitness attained. Various skill tests and pencil and paper tests are used to measure progress in particular sport skills and knowledges.

Oxendine reports that 77% of the colleges and universities give letter grades for physical education and 82% report the grading system is consistent with other courses. 1/ About one-fifth report use of a pass/fail system. Final written examinations are almost universally required and most schools give skill and fitness tests. Final marks are based on a combination of skill, physical fitness, knowledge and other measures.

5. Personnel

A college degree with a major in physical education, or recreation, is the minimum required for college teaching, usually the master's or doctor's degree is required. For example, in New York State a master's degree is the minimum requirement to teach in the state university system and the doctor's degree is required to reach the top of the promotion scale. Sometimes a coach may be a teacher in some other academic area but usually has a degree with a major in physical education and as such is a specialist in physical education.

Certification in health, physical education and recreation is a state controlled function and all teachers in these categories receive essentially the same general education and teacher education as all other teachers in addition to their special training. There is a developing trend for offering special training for coaches and athletic directors for colleges and universities. There is also a special certification program being offered at some schools for athletic trainers.

1/ Oxendine, p. 2

The status and salary of physical education teachers is similar to that of other teachers.

Oxendine states that a majority of institutions report an increase in the size of the teaching staff relative to student enrollment and nearly one-half the institutions report an increase in facilities in relation to the numbers in the student body.[1]

B. Sport in the Schools - Colleges and Universities

1. Aims and Objectives

Chalmers points out how athletics can contribute to the general overall aims of education which include self-realization or the development of the individual learner; human relationships involving being able to work and play with others; subjugating self-interest to achieve a common goal; economic efficiency, making a wise selection of one's vocation, perhaps entering coaching, teaching of physical education or recreation; and, civic responsibility where one learns to respect law and order in society.[2]

Ideally the aim of college and university administered sports programs is to provide competition and opportunity to participate in sport on as wide a basis as possible, and to attempt to develop a satisfying level of performance for each individual. Keating suggests, the pursuit of excellence is the ultimate, if not the sole goal in intercollegiate sports.[3] In actual practice, recruiting of talent may become more important than developing it. Some "bigtime" schools have several recruiters working continuously to accomplish this goal.

The platform statement in Athletics in Education of the AAHPER, lists the following outcomes or values in athletics:[4]

physical fitness
skill in movement
social development
recreation

and these objectives are all promoted in a degree by the various aspects of the college and university sports program (usually referred to as the athletic program in the United States).

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[1] Oxendine, P. 2
(author's note: this might be due to fall-off in enrollment due to dropping of requirements rather than actual improvement)

[2] Chalmers, p. 13

[3] Keating, James, P. 17

[4] Athletics in Education

The expected outcomes are a love of physical sports resulting in a willingness to continue to participate in them throughout life at as high a level of competence as possible and within the accepted rules and societal framework. As a by-product of this participation, an acceptable level of fitness, is maintained. In actual practice, success or failure in a sport is usually equated with winning or losing games.

2. Structure, Organization, Administration

An important change in direction is the extension of opportunities to both men and women at all levels of sport participation. The same rights and opportunities for sports experience are now generally accepted as being desirable for women as for men and this change in thinking is being rapidly implemented by the establishment of departments of athletics for women, the provision of coaches, trainers, schedules of competition, facilities, and scholarships even in spite of limited funds available. The NCAA reports that in 1972 twenty-four sports were being sponsored for women and that participation had doubled in the past 5 years. 1/ Over half of its 663 member institutions sponsor some intercollegiate sports for women. The leading sports were basketball, tennis, volleyball and field hockey, followed by softball, swimming and gymnastics. Over half the reporting schools offered five or more sports and a few were offering ten or more.

The sports for all concept which provides free play opportunities, club activities, and intramural competition, as well as a broad level of participation on an intercollegiate level, is the direction many college programs are taking. At some institutions and universities the full realization of the intercollegiate program is impeded by the financial problem accompanying the growth and expansion of the program. In some areas the semesters have been adjusted forward on the school calendar by an earlier start and the elimination of some holidays. This will permit a third term (summer semester), and reduces the overall cost of administration. This adjustment has resulted in dropping or curtailing spring sports such as tennis, golf, baseball and track. Inclement weather prohibits scheduling of sufficient competition before the school ending early in May to make a sport season practical. In a few cases these sports have been transferred to the fall term.

The problems of schedule and finance have produced some peculiar situations in some schools. So-called "minor sports" have been dropped due to lack of financial support although some have been replaced by club sports run by students with, or

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1/ NCAA, p. 12

without, college or university financing. They take the place of the former minor sports but much more informally -- even permitting graduate students to participate in interschool competition. In an unpublished, informal survey, Mogish reported colleges and universities in New York State had from 0 - 11 club activities with no financial support by intercollegiate, physical education or organized student body budgets. [1]

EVIDENCE OF THE GROWTH IN SPORTS (ATHLETIC) PROGRAMS IN COLLEGES AND UNIVERSITIES

Men's Intercollegiate Athletics

The 1971-72 NCAA survey shows a slight increase in the number of sports sponsored by a reduction in some non-revenue producing sports. [2] The overall increase in participation between 1966-67 and 1971-72 was 11.8%.

The "top 10" ranking of sports as listed below is based on the number of colleges which sponsor each sport: [3]

		No. Institutions	No. Participants
1.	Basketball (1)*	658	16,760
2.	Baseball (2)	616	19,487
3.	Tennis (3)	608	7,445
4.	Golf (5)	604	6,795
5.	Cross Country (7)	556	9,194
6.	Track and Field (4)	535	19,190
7.	Football (6)	465	42,187
8.	Wrestling (8)	393	9,437
9.	Swimming (9)	382	8,667
10.	Soccer (10)	351	12,024

*Figure in parentheses represents the sport's ranking in 1966-67

Rising costs have created a reduction in squad sizes in 70 percent of our leading sports. [4]

Women's Intercollegiate Athletics

(covered under B 1)

Intramural Sports

NCAA members sponsor more than 50 intramural sports. [5] The 1971-72 survey showed an increase of 31.6 percent for men and 67.3 percent for women.

1/ Mogish
2/ NCAA, P. 4
3/ Ibid, P. 4
4/ Ibid, P. 6
5/ NCAA, P. 15

The 10 most popular intramural sports by participants:

		No. Inst.	Men
1.	Basketball	550	362,375
2.	Softball	501	309,608
3.	Touch football	513	296,876
4.	Volleyball	480	158,769
5.	Bowling	328	57,893
6.	Track-field	314	51,347
7.	Soccer	174	49,545
8.	Swimming	331	45,049
9.	Tennis	378	38,043
10.	Handball	251	31,609

		No. Inst.	Women
1.	Volleyball	374	61,144
2.	Softball	309	51,083
3.	Basketball	360	49,871
4.	Swimming	197	16,676
5.	Bowling	218	16,431
6.	Touch football	113	16,336
7.	Badminton	236	10,362
8.	Tennis	271	10,148
9.	Field hockey	82	5,903
10.	Table tennis	164	5,767

The National Junior College Association sports participation survey (presumably 1969-70) shows the following to be the "top 10" sports and participants: 1/

1.	Basketball	29,730
2.	Football	18,736
3.	Softball	16,461
4.	Bowling	9,215
5.	Volleyball	7,553
6.	Table tennis	4,920
7.	Tennis	3,843
8.	Track and field	2,303
9.	Archery	2,983
10.	Soccer	2,470

1/ JUDO Review, October 1970

Recreational Clubs (sports clubs)

NCAA institutions sponsored more than 50 different sports club activities in 1971-72 with 85,948 participants, probably a slight decrease from 1966-67. [1]

The top ten list for men and women based on the number of participants showed:

	Men		Women
1.	Judo-Karate	1.	Basketball
2.	Skiing	2.	Volleyball
3.	Rugby	3.	Swimming
4.	Touch football	4.	Gymnastics
5.	Softball	5.	Tennis
6.	Soccer	6.	Field hockey
7.	Basketball	7.	Softball
8.	Sailing	8.	Judo-Karate
9.	Ice hockey	9.	Badminton
10.	Bowling	10.	Fencing

Informal Recreation

NCAA institutions provided facilities for more than 50 different activities for voluntary informal participation. [2] A total of 4,082,043 students, faculty, staff members and townspeople took advantage of this opportunity. As this represents completely voluntary choice of activities, the list of the 10 top ranking activities takes on special significance. They are:

1. Swimming
2. Basketball
3. Handball
4. Tennis
5. Weight lifting
6. Bowling
7. Paddleball
8. Baseball
9. Golf
10. Softball

A total of 435 NCAA institutions made their facilities available to outside community groups in addition servicing their own clientele. [3]

As might be expected, it cost 75.1 percent more to operate the total college physical education and sports program in 1971-72 than it did 5 years previously. 1/ These rising costs have resulted in a reduction in squad size in many sports while increased football costs are causing economies in the operation of other sports even to the extent of their complete elimination.

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[1] NCAA, P. 27
[2] Ibid, P. 31
[3] Ibid, P. 39

Personnel and Professional Preparation

Practices vary so from institution to institution in regard to personnel, it is very difficult to make a summary that is meaningful. On the state university or college (public) level, professional persons are more likely to have advanced degrees -- even the doctorate with a major in physical education -- while in the private sector, coaches will have college degrees and some will have teaching degrees. They usually have been outstanding college athletes and perhaps ex-professional players as well. They may, or may not, have faculty status and tenure. They may be paid partially by an academic department, usually by the education or physical education department and partly by athletics, or possibly entirely by an academic department. Their teaching load may vary from a full academic load with coaching as an extra assignment, with or without extra pay, to little, or no, academic load with a full coaching load as is common for head football and basketball coaches in so-called "big time" schools.

Officiating is usually done by paid officials who have been certified by a sport group or association. Officiating is not part of a regular job but is a sideline of college or high school teachers, coaches, or former players unconnected with the school or the team.

Most schools employ physicians whose duties may vary. In a large school the athletic department may have a team physician and other services in a hospital or infirmary. In small schools medical services for athletes may be provided by the student health service which has responsibility for the health of all students.

Most large schools employ several trainers with varying degrees of preparation as physical educators, physical therapists, nurses, or assistants. All have directors of athletics, some have assistant directors, and a variety of office personnel, recruiters, equipment custodians, and public relations persons. Coaches are usually responsible in administration and budget to the Director of Athletics who may, or may not, be a professional educator, or physical educator, and who may, or may not, have teaching responsibilities, depending on the size of the school.

1/ NCAA, p. 44

In many state universities, the Athletic Department is a separate student body association run by a business manager strictly as a business. Coaches may receive their salary from the athletic department or they may receive part of it from the university.

Salaries of coaches equal those of other teachers in the colleges involved and in some cases head football and basketball coaches salaries may far exceed them. In private schools coaches salaries are likely to exceed physical education salaries while in state universities they are more likely to be equal.

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*Indicates a footnote in the article

UNITED STATES OF AMERICA
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FEDERAL PROGRAMS FOR PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

Part I

A. Physical Education for the Handicapped

Aims and Objectives

The basic aim of the BEH program on physical education for the handicapped is to insure the development of physical education programs across the country for handicapped children in schools and other settings.

The two main objectives are to:

a. Prepare professional personnel at the graduate level in physical education for the handicapped.

b. Stimulate research and demonstration in physical education for handicapped children.

Under recent Federal legislation physical education is a comprehensive aspect of the definition of special education. Most probable, any Federal funds dispensed for comprehensive special education programs to local education and state education agencies will be awarded only if physical education is included. The instruction ranges from pre-school to secondary in resource situations, etc. Financial support includes Federal, state, local and private monies.

There has yet to be established criteria for a minimum number of hours of physical education for handicapped children. In the various states physical education can be either optional or compulsory. The curriculum varies from movement orientation, sport skills, physical fitness, perceptual-motor activities or combinations of above. Many programs are being developed that are individualized prescription approaches. Movement is also being made toward leisure education instructions. There have also been several major approaches to integrate programs with academic/cognitive aspects such as "I Can" programs being developed at Michigan State University.

A basic but separate part of the program funded by BEH also helps to develop curriculum to affect the development of such programs as camping, outdoor education, paraprofessional training, swimming and aquatics for the handicapped, community-school relationship to the handicapped.

Basically the personnel preparation curricula is moving toward a competency-based approach. We assess the programs on the basis of data collected related to contribution of project graduates in meeting the needs of handicapped children, positions taken, length of service and proficiency as judged by employees. Assessment of community impact is also used!

The requirements for adapted physical education specialists vary from state to state. Some states have no requirements, some require special education certification and a few are moving toward certifications of adapted physical education specialists. The data for manpower needs is just being collected for the first time - probably a reliable estimate will not be available for another year or two. Para-professionals are still not accepted in the area of physical education for the handicapped.

Professional preparation that our program funded by the Bureau of Education for the Handicapped, USOE is basically aimed at the masters level with a few programs preparing instructors for institutions of higher education. At the masters level preparation is given for both direct leadership (face to face) dealing with students as well as work on administrator, managerial or supervisory skills. The masters is usually a 5 year program for physical educators and a 6 year program for those coming from undergraduate programs outside the field of physical education.

We are supporting about 25 universities or colleges (basically department of H.P.E.) in preparing adapted physical education specialists.

A study completed by Ersing several years ago reveals that these programs made up the quality curricula in this area at that time. A number of these schools are training personnel part-time, through workshops and institutes throughout the country. In-service training is being sponsored by a number of states in collaboration with the above institutions of higher learning and their personnel. Most individuals are taking the work to advance professionally.

The facilities and equipment used in preparing personnel and for programs are extremely varied including both private and public ownership. These basically depend on the resources of the facility, community or institution of higher learning.

The enclosed document described on-going research projects which are supported by BEH Federal funds. These include investigations of play-learning centers, curriculum development, information gathering, dissemination etc.

Evaluation of the rather meager activities (in relationship to special education) is just beginning and is now called for by public law 94-142.

B. Sports in Schools

The basic aim of these programs is to provide the opportunity for activity either on a specialized basis or in the normalization context.

Activities in this area are probably aimed at the 8 to 16 year age range. Medical requirements are as minimal as possible while financial support is poor. Only Special Olympics and other Handicapped Wheelchair Sports have moved to an international range.

Since most in school sport activities are conducted by adapted physical educators and special educators the qualifications are the same as previously described for adapted physical education specialists. Workshops and in-service training have increased recently but are still at a meager level.

Some community recreation facilities are available to supplement those of the schools.

Research is minimal if not completely lacking for the handicapped Some curriculum development has taken place.

Evaluation also almost non-existent except where done in conjunction with the training of personnel or the rare funded project.

C. Out of School Sport

This concept is almost non-existent in the U.S. as it relates to school involvement. Many municipal recreation departments or private agencies conduct programs for the handicapped. Some movement is being made toward leisure counseling and guidance which would lead to an independent leisure approach for the handicapped.

An increasing number of municipal recreation departments are handling the total administrative control of recreation programs for the handicapped.

Programs existing around the country in municipal recreation departments range from a million dollar operation in the Washington, D.C. Department of Recreation to the $1,000 summer/Saturday morning swim program in many towns and cities. See article on municipal recreation services attached.

In many programs a therapeutic recreation specialist trained at the masters degree level would provide the administrative leadership. Other staff members might include B.S. level recreation trained staff; trained specialists in crafts, music, etc.; paraprofessionals trained at the two-year college level through recreation technician preparation; volunteers and handicapped individuals themselves.

The therapeutic recreation specialists may have one to two years of graduate level work which includes advanced knowledge of recreation, administration and supervision, human dynamics, personnel guidance, counseling, etc.

The most active area in preparing personnel for recreation leadership is now at the two-year post secondary school level. Many community colleges are attempting to meet indigenous needs of special populations through these programs. BEH has funded a three-year project to work on a competency based curricula model for the country's needs. At least 50 schools are now training two-year recreation specialists for the handicapped.

Facilities and equipment are again a local resource not supplied usually by Federal help. There is however a smattering of Federal aid through the Water and Land Conservation Act and the Bureau of Outdoor Recreation. This aid depends on state priorities and is extremely limited.

Some research is being supported by both Federal and private monies in relationship to leisure education curriculum for both generic and special population needs.

Accountability is still a local prerogative not reported except in surveys to any central source at either state or Federal level. Some movement is being made in relationship to handicapped children but not to all handicapped individuals. The assessment of activity is still a number of years down the road.

Coordination between schools and municipalities is not at an ideal level and is non-existent in many places. Perhaps the community-school movement which still does not attend to the handicapped to any degree will aid in its development. See Community attachment.

Part II

A. Recently passed Federal legislation Public Law 94-142, "Education of All Handicapped Children Act" should influence greatly the improvement of physical education and leisure education for the handicapped child. The legislation mandates that physical education be an aspect of all comprehensive special education programs. It can be anticipated that there will be a significant rise in the number of handicapped children receiving adequate physical education programs. It has been estimated that only ten (10) percent of the handicapped children receiving educational services are being given adequate physical education programming in the U.S.

B. International cooperation will probably continue to be a privately financed activity for years to come. Some progress is being made through public support programs but not much.

Attachments
P.L. 90-170
Federal Register
Focus on Exceptional Children Article
Funding PER
(All attachments and most documents referred to in this paper are in the United States of America File #1)

ANNEX G

UNITED STATES OF AMERICA
PHYSICAL EDUCATION, RECREATION, AND SPORTS FOR THE HANDICAPPED

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Aims and Objectives

Two practices exist for the inclusions of handicapped persons in sport and recreation activities. In some cases the handicapped are placed in regular programs, "mainstreamed", and in other programs there is separate placement and scheduling. Whichever course is chosen by policy or directed by law, there are conditions in the nature of the activity and that condition of the handicap which may direct that at times it is preferable to either "mainstream" or to special program. 1/, 2/

In essence, the definition of adapted physical education, in existence for almost a quarter century, expresses purposes and provides basic guidelines for all programs and activities involving special populations.* It is interesting to note that in redefining special education West Virginia and Pennsylvania have recently incorporated the same principles found in the following definition of adapted physical education:

> A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. 3/

Specifically, special provisions are necessary for any individual who cannot safely or successfully participate in unrestricted activities of general or regular programs. In addition to encouraging administrative and organizational flexibility so that individuals can participate in regular programs when possible and special activities where necessary, services are based on need and not generalizations from categorical conditions. All members of a student body become eligible for needed services.

Basic aims and objectives of adapted physical education are no different from those for physical education in any setting or for any student. Included are development and improvement of: 4/

. self-realization
. human relationships
. civic responsibility
. economic efficiency

* Special populations: a term used in this paper and with persons in the field to serve as a synonym for the handicapped or handicapped persons.

Specific elements of adapted physical education include: 5/

- Corrective - improve or correct conditions such as postural deficiencies and minor orthopedic deviations through individually planned exercise and activity programs.

- Adapted - modify sports and games so impaired, disabled, and handicapped persons can participate, and/or provide means for each person to develop sufficient skills in various activities to be able to participate with his peers, classmates, and contemporaries.

- Developmental - increase exercise tolerance of the weak and ill through individually planned and progressively vigorous programs; more recently this has referred to preventing or improving low levels of motor ability or poor physical fitness in preschool and primary level children.

- Special - provide for the specific needs and abilities of the handicapped through corrective, developmental, therapeutic, remedial, or adapted activities.

Physical and motor activities are being used for a variety of remedial and therapeutic purposes in programs throughout the country. Many of these same physical and motor activities are also being used in preventative programs especially in infant stimulation, early childhood, and parent intervention projects. Despite successes of many of these programs, research results, empirical evidence, and subjective observations differ as to exact and conclusive cause and effect relationships for noted progress. Research is needed to shed definitive light on this conflicting evidence.

By definition, therapeutic recreation is closely allied to education. As defined by the National Therapeutic Recreation Society, therapeutic recreation is:

> purposive intervention in some physical, emotional, and/or social behavior to bring about a desired change in that behavior and to promote the growth and development of the individual. 6/

Structure, Organization, Administration

A great deal of autonomy is given organizations, agencies, and institutions in planning and implementing physical education, sport, or recreation programs for the handicapped. However, at the present time several types of legislation affect and influence opportunities in these areas for special populations:

- Federal legislation just enacted[7] includes physical education and cultural activities within the definition of required special education services; recreation and leisure time activities are considered related service areas. Implementation of this legislative mandate at state and local levels requires that physical education, cultural activities, and recreation be included, if state plans are to be in compliance with the law and states receive the allocated funds. Other federal programs have given direct sanction and support for programs in these areas, through funds specifically appropriated for training, research, and demonstration projects and activities in physical education and/or recreation involving impaired, disabled, and handicapped persons. In addition, projects dealing directly or having components in these areas have been supported by other federal programs--i.e. Land and Water Conservation Act, National Institute of Mental Health. In general, direct federal support for these areas is not as great as in many other countries of the world.

- State Legislation governs most school and related educational programs and activities for all children including impaired, disabled, and handicapped youngsters. Until only recently not all impaired, disabled, and handicapped children were afforded legal-legislative equality of opportunities with their noninvolved peers. This was true in all aspects of education including physical education; many state laws, regulations, and mandates were given dual interpretation--one for regular education, the other for special education. As a result, many special education youngsters were categorically denied opportunities in physical education, sports, and related activity areas. Some states have stipulated that equality of opportunity includes nonacademic areas such as physical education, sports, leisure activities, music, dramatics, art, home economics, industrial arts. Intent is the same in states where mandates are not as specific or as well clarified.

Unfortunately legislation does not automatically bring about change or intended results. Therefore there has been litigation in many states. A series of cases assures rights of stipulated minority groups. Specifically guaranteed for impaired, disabled, and handicapped persons are right to education, right to treatment, and right to community services. Direct and indirect implications for and applications to physical education, recreation, sports, and related areas are implicit and explicit. Right to due process and equal protection of the law under the United States Constitution further the cause of equal rights and insure opportunities in all areas for special populations. Citizen and consumer advocacy are still other factors stimulating programs, activities, and opportunities in these areas.

One of the most influential factors bring improved and increased programming for the handicapped is a greater recognition of their values and a device to make contributions to a higher quality of life for them as participants. Many different groups sponsor, support, and conduct a variety of programs in physical education, recreation and sport for special populations. For example:

- Public and private schools, residential facilities, day care and activity centers, early childhood groups, park and recreation departments, civic and service groups, colleges and universities, professional associations, volunteer and private agencies, and commerical enterprises all are involved in programs and activities in these areas.

- Physical education, adapted physical education, recreation, therapeutic recreation, camp, outdoor education, swimming, aquatics, sports, perceptual-motor are but a sampling of types of programs sponsored by groups listed above.

In general, many programs tend to be organized and function for one type of handicapping condition. Some very successful programs have cut across handicapping conditions and have served two or more different conditions. Still other programs have integrated special populations with noninvolved participants; others have the able bodied as a minority with special groups as the majority. An approach that has been successful in a number of places provides flexibility in placement. The key to success in this approach is the ability of each individual to participate safely, successfully, and with personal satisfaction in the current activity. Basically a three step or level approach is provided:

REGULAR PROGRAMS--individuals who can take part in regular activities safely, successfully, and with personal satisfaction should be guided and encouraged to participate in regular and community programs where they participate with peers and classmates.

HALF-WAY HOUSE OR INTERMEDIATE TYPE PROGRAMS--many individuals have the potential to take part eventually in regular programs but for the immediate present cannot. Something is lacking--confidence, experience, skills, emotional stability, social awareness, intellectual ability, physical condition, overall control. The half-way house approach serves to help the individual overcome such problems.

SPECIAL PROGRAMS--some individuals have such severe, profound, and multiple conditions that they need long-range opportunities and experiences in special, segregated programs. Individuals in this group should not be considered permanently confined to special programs and activities--to consider such an approach is inconsistent with the concepts advocated throughout this paper. 8/

Curriculum

Much debate continues about curricula for physical education, recreation, and sports programs for special populations. Despite emphasis on individualized programs, many people still search for one program, single activity, or lone approach that will be everything to everybody. Others seek specific or special programs for persons with a given handicapping condition. The most successful programs recognize the individuality of participants and leaders and are approached in terms of basic interests, abilities, and problems of people involved in these programs. Existence of specific or special body of knowledge in physical education and/or recreation for most special groups is questioned. While modifications and adaptations in methods and techniques are obviously necessary for some participants, basic activities, sequences, and progressions are the same ones found in solid developmental programs. In fact, many advances in regular elementary school physical education programs have emerged from programs designed to meet specific needs of the mentally retarded, learning disabled, and other mildly impaired youngsters. Even in highly competitive sports, variations from the basic sport are kept at a minimum.

Regardless of the handicapping condition, somewhere individuals with that condition participate in virtually every physical education, recreation, and sport activity. For example:

- Visually impaired ski, cross country and down hill, participate in gymnastics, play golf, skin and scuba dive, wrestle, climb the highest mountains, and run in competitions such as the Boston Marathon.

- Amputees, paraplegics, and quadriplegics ski, swim, fish, dive, surf, and take part in gymnastics, pool, archery, hockey, weight lifting, football, basketball, golf, table tennis, track and field.

- Bedfast individuals dance, take part in dramatic productions, work with clay, paint, attend parties.

While many planners of programs and providers of services continue to think of day or residential camping as the ultimate, others personally are challenging the most severely, profoundly, and multipli-involved with backpacking, wilderness and survival camping, caving, orienteering, and Outward Bound challenge courses. Aquatic activity is not limited to instructional or recreational swimming but includes small craft, boating, white water canoeing, water skiing, surfing, skin and scuba diving, hydroplaning as well as fishing and casting. Programs are not limited to summer or warm weather. Year round programs continue in the severest of winter environments with skiing, snow shoeing, tobogganing, ice skating, sleding, sleigh riding, snowmobiling, snow picnicing, and ice fishing.

Keys to success in these approaches are active involvement by each participant in activities that are relevant and challenging. Success, achievement, and personal satisfaction from meeting individual challenges are vital to the success of these programs. Participants involved in these successful programs have not been affected by limited expectations of what individuals can and cannot do based on categorical generalizations.

Methods and Evaluation

Because of the variety in personnel and diversity in programs and activities in which impaired, disabled, and handicapped persons participate, specific methods, techniques, and procedures differ widely. As with activities, many professionals continue to seek one way, a single approach, or a magic formula to guarantee success with all individuals having a specific condition. This approach fails to recognize the basic fact that we as individuals are dealing with individuals. As such, many different methods can be and are effective in teaching the same skills, movements, patterns, and activities to individuals with very similar external behavioral characteristics.

Many of the simplest, easiest, and most practical adaptations and modifications have been devised by impaired and disabled individuals for themselves. This is still further indication that more active involvement of the participants is necessary to meet their needs in the most effective and efficient ways. Another factor that makes it difficult, if not impossible to standardize methods, approaches, and techniques, is that these individuals defy standardization; they are not robots off an assembly line but real live flesh and blood with much personal worth and dignity.

The conditions or elements which make for individual experiences create problems in evaluating individual progress. So often emphasis is placed on norms and standard scores rather than individual performance and progress. Many evaluation scales, assessment devices, and diagnostic tools are available and used in these programs. Appraisal is made of performance, achievement, and progress in many different areas: 9/

- physical fitness
- motor, psychomotor, perceptual-motor development
- developmental profiles
- emotional stability
- social awareness
- sports/skills

Assessment is made in these and other areas for many different reasons. The reason for using an evaluation is to determine success in teaching and thus to clarify the need for continued or repeated progress in instruction. With judicious use, results from a number of these devices can be used effectively to motivate participants. Several programs have been devised and are widely used for this purpose. the AAHPER/Joseph P. Kennedy Jr. Foundation Special Fitness Test[10] and Motor Fitness Training Manual for Trainable Mentally Retarded [11] are specific examples of such devices. Many swimming programs have included combination testing and award programs. [12]

Precise cause and effect relationships continue to elude many people involved in these programs. Reasons for success of specific activities and approaches are generalized in terms of inappropriate, inaccurate, or inconclusive cause and effect relationships. Regardless of specific activities or methods found in successful programs, certain basics are consistently found in them:

- Participants are actively involved.
- Activities and methods are relevant, appropriate, and challenging.
- Results provide a feeling of personal satisfaction, achievement, and fulfillment.
- Participant and leader build a very special type of interpersonal relationship that inspires mutual confidence and trust in each other.

A hierarchy which can be applied and seen in virtually any sequence or progression of methods includes: [13]

- Coaction--Feel general or specific movement patterns by placing hands on parts of the body of an individual, mannequin, or doll, going through the desired movement patterns.

- Tactile--Touch body parts so the student feels the part to be moved. Touching the arm to be moved or the leg to be kicked are simple examples of application. This is seldom if ever used by itself, but is a means of reinforcing visual and/or verbal stimuli.

- Kinesthetic--Guiding of body parts through desired movement to lead to a proper response. This gives the 'feel' of the action and can do much to alleviate the initial fear so often shown by the retarded to a new skill or activity.

- Visual stimulus--Stimulate eyes through demonstrations, pictures, films, slides, single concept loops, television, or other visual stimuli. The student sees what is to be done and then imitates or reproduces the movements.

- Verbal stimulus--Stimulate ears through the spoken word. The student is given oral instructions, commands, or problems to solve to which a response is to be made.

- Abstract stimulus--Use various stimuli--signals, signs, words, numbers, colors, drum beats, or other signals. The student receives, interprets, and translates the stimuli into action.

Personnel

Discussion continues regarding the roles of physical educators, recreation specialists, and coaches in relation to the handicapped. At the present time certification is virtually nonexistent. Specifically:

- Only one state has a special certification requirement and that for remedial physical education instructors for physically impaired minors. Identification of competencies is very weak, and virtually nonexistent in regulations governing programs in this state. 14/

- Several states have a dual certification in which teachers working in physical education programs with handicapped students must be qualified in both physical education and special education.

- Several states require personnel working in physical education programs with special education students to be certified only in special education.

- About one-fourth of the states do require a basic adapted physical education course for certification of all physical education teachers. 15/

- Many states maintain some control of therapeutic recreation personnel through state civil service requirements.

- The National Therapeutic Recreation Society maintains a program of voluntary registration of personnel; six levels or categories are included in this program. 16/

- The American Corrective Therapy Association does maintain a rigid certification program, including examination, for its members; this too is a voluntary program. 17/

Increasing paraprofessional personnel and those from other disciplines--i.e., occupational therapy, physical therapy, dance therapy, art therapy, music therapy, horticulture therapy, activity/adjunctive therapy--are becoming actively involved in educational training, habilitation, and rehabilitation programs focusing on physical and/or recreational activities. Clear identification of specific function and role of personnel from each of these specializations is urgently needed.

In the last year representatives of professional associations representing most of these disciplines have been meeting periodically to deal with role identification, overlapping functions, and duplication of effort. Liaison, coordination, and cooperation among these groups are desired outcomes from these meetings.

In some states personnel from these fields can work directly in school programs without being certified as teachers as long as criteria of their own professional association are met.

New and evolving roles of personnel directly involved in physical education, recreation, and sports for special populations need reevaluation and redefining. In addition to teacher-specialists in corrective/therapeutic/remedial, adapted, and developmental physical education, special resource personnel are needed to work with regular physical education, and classroom teachers as well as with special education personnel. Special supervisory personnel need to be consulted at all levels--state as well as local. College/university and research personnel need to come from individuals with appropriate and significant background and experience in these specialties. Presently, some persons preparing teachers and leaders and conducting research have not had sufficient first hand practical experience in the field to provide meaningful and relevant experiences for their students and to conduct studies focusing on real needs and applying to real situations.

Patterns and problems are little different in recreation from those in physical education. Many community recreation personnel are reluctant to consider the employing and assigning of therapeutic recreation personnel since program emphasis is desired in recreation and not in therapy. Many people still look upon therapeutic recreation as a service limited to hospitals, clinics, residential facilities, and related centers. Basically, two simple questions need to be asked regarding requisite competencies to work with special populations in any of these areas:

- What competencies, including knowledges, skills, appreciations, and attitudes, are necessary to be an effective physical educator?
- What competencies above and beyond those listed above are needed to work with special populations in each of these areas?

Professional Preparation

Level and type of professional preparation for these areas bring little basic agreement. Some personnel consider that specialization is appropriate at the undergraduate level; others feel that specialization should be reserved for graduate levels and built upon a solid undergraduate foundation. A career ladder is advocated by others with each step leading to and interlocking with ones below and above.

Some colleges and universities have provided, in the past, graduate opportunities in courses for working with the handicapped. The advent of federal funds brought about an increase in the number of involved institutions. Most funded programs are at graduate levels and emphasize training high level college/university leadership personnel. Most graduates from these programs go to college/university supervisory or administrative positions.

At least one of these programs has concentrated on preparing persons at the junior or community college level. Other institutions at this level have developed aide, technician, or paraprofessional training programs on their own; still others are exploring possibilities in these areas.

With increasing emphasis on mainstreaming, more consideration has to be given basic understandings and appreciations of regular physical education and community recreation personnel. Some states already require a general survey course dealing with exceptional children for all teachers, counselors, administrators, and supervisors. This is an experience that should be required of all physical education and recreation majors regardless of their direction or area of specialization. In addition, a basic course in diagnosis of motor/physical problems and prescription of appropriate remedial activities (adapted physical education) should be required of all physical education majors; a similar experience is needed by recreation majors. Direct first hand experience is important with each of these requirements. A portion of practice teaching, internship, practicuum, or other field experiences should also be spent in working with special populations. The results of such an approach will be evidenced in teachers and leaders who are more understanding, sensitive, and competent. With other competencies required to attain a solid foundation in the basic area, this approach will enable generalists to deal with minor problems in regular programs. They will develop appreciation, understanding, and empathy, along with sensitivity to the unique abilities and disabilities of each participant. They will know to whom to make referrals when necessary. These many personal and professional learnings and qualities will provide a sound base on which to build a graduate specialization.

Personnel already in the field have had opportunities to participate in many different kinds of inservice programs.

- Types--conferences, conventions, meetings, workshops, clinics, institutes, seminars, orientation sessions

- Duration--part of a day to several weeks or months

- Sponsors--colleges/universities, school systems, individual schools, residential facilities, day care centers, mobile units, private agencies, parent/volunteer groups, professional associations, federal/state/local governmental departments, special projects, foundations, camps.

In general, few professional physical educators or recreation personnel have been actively involved in sports programs for special populations. While some increase in the last two or three years has been noted, insufficient attention has been given to this area in most professional preparation programs.[18] Many general inservice programs have done little more. As a result most special sports programs have grown through efforts of specific groups which sponsor, organize, administer, and supervise these programs. Some of these groups hold coaching clinics in activities they sponsor. This is an area not only in need of greater professional attention but more active involvement of impaired and disabled persons in leadership positions. Implications for professional preparation programming include:

- Increasing numbers of physically impaired going into public school and community recreation programs.
- Larger numbers of severely and profoundly mentally retarded and multiple impaired persons becoming the responsibility of public school and community recreation personnel.
- Emphasis on infant stimulation, early childhood, and parent intervention programs.
- Possible mandate for certified athletic trainers in all schools participating in athletic programs.

Facilities and Equipment

Architectural barriers, despite federal, state, and some local legislation requiring that all facilities be accessible, and attitudes of many people toward special facility and equipment needs are among the greatest and most pressing problems. Many communities and states still emphasize isolating special populations in special facilities Groups still superimpose their wishes on special populations whether these approaches and procedures are appropriate or desired by the group. Many facility and equipment modifications are not wanted or needed. On the other hand, basic accessibility still remains a major problem. Special projects, task force groups, advisory panels, planning committees, and countless other groups explore problems of facilities and equipment for special groups. Unfortunately very few of these groups involve or even ask input from or opinions of those who are to be most directly involved--the handicapped and their families. As a result:

- Some playgrounds designed for severely and profoundly retarded adults can best be used by Marine Commandos.

- Braille trails go unused by the blind.

- Facilities which are supposed to be totally accessible to the handicapped are found to be far from being so.

- Countless millions of dollars are used to build special facilities not needed or wanted by the group for which they were designed.

- People are mislead by guarantees that don't exist and expensive devices that could be obtained free or made inexpensively.

Special facilities which are expensive or extensive are unnecessary. Participants want to take part in programs conducted in facilities that are as little different from those used by their peers and contemporaries as possible. Basic accessibility is the key to use by even the most severely involved person. Legal, moral, and ethical reasons exist to follow that approach. So many of the most practical, functional, and realistic adaptations have been initiated by handicapped participants themselves. They must be involved; we must listen and heed what they say.

Research

Research of all types--basic, applied, historical, descriptive, experimental--is being sponsored and conducted by many individuals and groups throughout the United States. Master's theses, specialists' projects, doctoral dissertations, seminar papers, wildfire effects, funded projects, programmatic approaches are among the many specific ways in which research is carried out. Reports are carried in journals, special publications, monographs, and annuals and presented at conferences, conventions, seminars, clinics, institutes, and symposia. Increasingly, research is being placed on microfilm although many printed sources and resources are still available.

Recent efforts of the Division of Innovation and Development, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare have stressed coordinated programmatic research rather than fragmented individual projects. A significant action was carried out by the AAHPER Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC) which completed detailed analyses in over 20 specific areas related to physical education and recreation for these special populations. 19/ Another IRUC project resulted in an annotation and compilation of almost 900 studies dealing with physical education, recreation, and [illegible] [illegible]tion of mentally retarded persons. 20/ Recent projects of other [illegible] have gathered information and developed state-of-the-art [illegible] for specific areas such as early childhood education and leisure time activities of special populations.

Various information systems, materials centers, resource networks, and related groups provide information about research.21/ Greater coordination and cooperation among many interested groups are being pursued. Specific status of research, trends, and needs are presented in considerable detail in other sources and will not be repeated here.22/

Coordination

Numerous studies and marked progress have been made in the last ten to 15 years. Much remains to be done. More of multiagency coordination and interdisciplinary cooperation are needed and more action is needed. We are still facing some of the problems of gaining, organizing and unifying the knowledge and the best of practices in the contributing disciplines. Professional work and dedication are leading us forward.

FOOTNOTES

1/ *Integrating Persons with Handicaping Conditions into Regular Physical Education and Recreation Programs*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1975.

2/ "Sense and Nonsense About Mainstreaming." *Journal of Physical Education and Recreation*, 1976, in press.

3/ "Clarification of Terms." *Journal of Health, Physical Education, and Recreation*, 42(7): 63-65, September 1971.

4/ Educational Policy Commission. *Goals for American Education*. Washington, D.C.: National Education Association.

5/ *Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1973, pp. 3-4.

6/ Ibid., p. 5. A detailed discussion and analytical comparison of adapted physical education and therapeutic recreation may be found in "Clarification of Terms," *Journal of Health, Physical Education, and Recreation*, 42(7): 63-65, September 1971.

7/ PL. 94-142, Education of all Handicapped Children Act, 1976.

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9/ *Testing for Impaired, Disabled, and Handicapped Individuals* Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1975.

10/ *Special Fitness Test Manual*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1968.

11/ Londeree, Ben R., and Leon E. Johnson. *Motor Fitness Testing Manual for Trainable Mentally Retarded*. Jefferson City, Missouri: State Schools for Retarded Children; State Department of Public Instruction, n.d.

12/ Council for National Cooperation in Aquatics and the American Alliance for Health, Physical Education, and Recreation. *A Practical Guide for Teaching the Mentally Retarded to Swim*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1969.

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14/ Dexter, Genevie. *Instruction of Physically Handicapped Pupils in Remedial Physical Education*, 1973 edition. Sacramento, Calif.: California State Department of Education, 1973.

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16/ National Therapeutic Recreation Society, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209.

17/ American Corrective Therapy Association, Kirk Hodges (President), 6622 Spring Hollow, San Antonio, Texas 78249.

18/ Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). *Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons*. Washington, D.C.: IRUC, 1973.

19/ IRUC. *Physical Education and Recreation for Impaired, Disabled, and Handicapped Individuals: Past, Present, Future*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1975.

20/ IRUC. *Annotated Research Bibliography in Physical Education, Recreation, and Psychomotor Function of Mentally Retarded Persons*, Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1975.

21/ IRUC. *Guide to Information Systems in Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons*. Washington, D.C.: IRUC, 1975.

22/ IRUC. *Physical Education and Recreation for Impaired, Disabled, and Handicapped Individuals: Past, Present, Future*.

UNITED STATES OF AMERICA APPENDIX H

PROFESSIONAL PREPARATION OF PHYSICAL EDUCATION TEACHERS

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I Introduction

Excellence in teaching is a combination of many factors not easily identified or defined. Not all pupils will be influenced equally by a given individual. Some teachers are more successful in one set of circumstances than in another. No one person possesses the entire combination of attributes which constitutes the perfect teacher. Nevertheless it is necessary, if we are going to improve education, to search out and try to identify those qualities and abilities which characterize those who have the greatest positive influence on the lives of their students.

In judging a teacher, the subject matter, the goals of a course and the objectives of the daily lessons must be considered. Methods employed when teaching tennis will differ from those used in teaching physiology; the approach utilized in teaching gymnastics is not generally appropriate in a basketball class; philosophy requires procedures which would not be suitable for movement education.

In this article we shall try a) to identify the characteristics and competencies of the master teacher, b) to indicate the basic components of a sound program of professional preparation, c) to point out current trends and developments in the education of teachers and d) to discuss recurring issues and problems.

II The Master Teacher

The most influential and effective teachers have faith in their profession. They believe it is possible to improve both individuals and society and that education plays a significant role in this improvement.

Master teachers are wise as well as knowledgeable. They have in-depth knowledge of the subject matter which they teach as well as the wisdom which is reflected in good judgment and the understanding of people.

Effective teachers know how to teach as well as what to teach. They have at their command a repertoire of methods, skills and devices that can be used as they are needed.

These teachers are invariably educated persons. They are able to communicate, to relate specific learnings to the culture in which they live, to meet their responsibilities as citizens, and to live a rich and full life.

Successful teachers involve themselves with the lives of their students. They share ambitions, plans and personal opinions. They give of themselves as well as of their knowledge and expertise.

Outstanding teachers create comfortable environments for their students. They encourage pupil participation and avoid doing those things which might be considered threatening. They are not judgmental in their attitudes.

Inspirational teachers are curious and eager to learn. They seek every opportunity to discover new truths. They know that education is lifelong.

Master teachers are concerned about the process of learning. The learner is the important person and the teacher the facilitator.

These are general traits and abilities which describe the master teacher. The question then becomes, "How are these developed in a professional preparation program?" The answers are neither definitive nor easy. But the attempt must be made.

III Competency-based Teacher Education (CBTE) and Performance-based Teacher Education (PBTE)

In order to come to grips with the problem of developing desirable traits and abilities through professional preparation programs, the profession has adopted the concepts of competency-based and performance-based teacher education programs. These, plus the concepts of accountability and performance-assessment constitute the most important combination of concepts to influence our physical education professional preparation programs in recent years.

The idea of analyzing the work of physical educators and identifying the skills and knowledges which a good teacher must have is not new. Previous conferences on professional preparation and most good programs in educational institutions have based their recommendations on competencies which should be developed. What is new and important is the emphasis on writing behavioral and/or performance objectives which correspond to the needed competencies and then assessing the degree to which the performance measures up to the established standard.

Let us analyze the process in greater detail:

Example #1:

1. A needed competency:
   Ability to demonstrate a headstand.

2. Performance objective:
   To form a triangular base with the hands and the head, move into a headstand, and hold it for ten seconds.

3. Assessment:
   To succeed in demonstrating headstand (or fail, as the case might be).

Example #2:

1. A needed competency:
   Ability to define and explain angular motion.

2. Performance objective:
   To explain angular motion to a class so that the majority understands it.

3. Assessment:
   Student teacher explains angular motion to a class. Test reveals that only 10% of the class answers correctly. Student teacher fails.

Example #3:

1. A needed competency:
   Ability to utilize several types of instructional media in teaching.

2. Performance objective:
   To use successfully videotaping, the overhead projector, and transparencies in teaching.

3. Assessment:
   Student uses all three types of media successfully. (Passes this test).

The emphasis in CBTE and PBTE is on the ability to do the things which are needed in order to be a successful teacher. The time spent learning how to utilize a certain method, grasp a concept, or learn to perform an activity skill is not considered important. Proficiency tests, individual performance contracts, and independent study can all be used to individualize professional preparation programs. Demonstrated performance shall be the basis for certification as a teacher.

It is obvious that teachers must know how to write performance (or behavioral) objectives. These should indicate a) action (what is to be done), b) the condition (the situation and required performance), and c) the standard established for successful attainment of the objective.

Several states have now endorsed the principles of CBTE/PBTE. A large number of professional leaders endorse the idea. Some reactions are:

1. Where classes are large it is difficult and expensive to individualize every program. Many classes must proceed in the traditional manner and students be evaluated on the basis of mass testing.

2. The assessment of prospective teachers (student teachers) still falls largely on the shoulders of the college. Cooperative action on the part of state departments, public schools, and the college (in which the student is enrolled) is, however, increasing.

3. The concepts of CBTE and PBTE have saved many students from repeating courses in which they already had a high degree of skill and/or knowledge.

4. There is increasing emphasis on performance assessments at the time of admission to college, entrance into the program, permission to student teach, graduation, and application for certification.

5. Emphasis on selection and continuous evaluation has increased.

6. The product (graduating student-teacher) is now being defined more precisely and in terms of competencies.

7. The competencies needed are being presented publicly and in writing.

8. Assessment is more objective. Competencies must be described in measureable terms.

9. Because of the preciseness with which objectives are expressed, students, teachers and institutions can more readily be held accountable.

Competencies may be thought of as skill centered, knowledge centered, or job performance centered. Physical education teachers need to be skilled in a variety of activities, must possess both general and professional knowledge, and must be able to utilize a variety of methods in teaching. A few examples are:

Skill Centered

The physical education teacher should be able to:

1. Demonstrate a variety of gymnastic skills.

2. Play games at the elementary level.

3. Pursue a high level of skill in at least three activities.

4. Create movement sequences utilizing basic components of movement.

5. Choreograph dance and rhythmic routines.

Knowledge Centered

The physical education teacher should be able to:

1. Explain the aims and objectives of physical education to the public.

2. Define and explain the term, perceptual-motor development.

3. Present a sound philosophy of physical education.

4. Name and explain the function of the various organic systems of the human body.

5. Locate and utilize appropriate research materials.

Job Performance Centered

The physical education teacher should be able to:

1. Lead a group discussion according to the best principles of group dynamics.

2. Lead a fitness class in a rhythmic exercise routine.

3. Organize a team of four teachers to teach a class of eighty pupils in self defense activities.

4. Referee a basketball game.

5. Teach movement education to a first grade group.

As can be seen, the list of possible competencies is almost limitless. For graduation and certification purposes it may be advantageous to formulate the competencies in broader and more general terms.

IV The Undergraduate Program

Let us now examine the undergraduate professional preparation of physical education teachers, looking first at the curricular components and then at some of the administrative details and issues which must be resolved as it is organized and put into practice.

A. General education. That part of the curriculum which is not designed for a specific profession or occupation but for developing competence and gaining knowledge of basic scientific theories and principles, the art of communicating, the significance of history, the interrelationships of people, and the psychological and spiritual dimensions of man is termed general education. It has to do with assisting students to become educated persons and effective members of society.

In most colleges and universities a large portion of the general education component is studied by the student during the first two years, while a little (usually current events or contemporary problems) is left for the senior year. The integration of general education with professional education is more marked in some schools than in others. There is considerable variation in this regard.

B. General professional education. This part of the teacher education program is designed to provide those experiences which all teachers, regardless of their field of study, should have. Growth and Development, Philosophy of Education, Educational Psychology, and General Principles of Pedagogy are examples. In some schools these are integrated with the more specialized education courses, while in others they are taught as part of the general education program. Regardless of where or how they are taught, they should help develop some of the professional competencies needed by the physical education major.

C. Specialized professional education. There are many competencies and bits of knowledge that are needed by a physical education teacher but which are not necessary if one is to teach history, English, Latin, geography or similar subjects. Educational experiences designed to prepare teachers in one subject matter area only are generally labeled specialized professional education. Introduction to Physical Education, Exercise Physiology, Philosophy and Principles of Physical Education, and Football Coaching would be examples of courses falling in this category.

D. Allotment of time. The distribution of time in the specialization is always the subject of some controversy. It is also difficult to separate what should be considered general and what should be classified as specialization while at the same time emphasizing increased integration of the two. Nevertheless for purposes of presenting some guidelines it may be stated that the majority of schools with professional preparation programs organize their curricula approximately as follows:

General education	45-55%
General professional education	8-12%
Specialized professional education	33-47%

E. Activities versus theory. While it is generally agreed that physical education teachers need to be competent in both activity skills and theory, there is considerable difference of opinion regarding the emphasis placed on each category. Some schools require up to 750 hours in the gymnasium or on the athletic field in addition to participation in intramurals and varsity sports. Other schools may require as little as 300 hours.

The use of proficiency tests is becoming more prevalent and students in the best programs today are permitted to demonstrate their skill in various activities. If the evaluation score reaches a prescribed standard they need not take the course. Credit may, or may not, be given.

It is also common practice to teach special methods and pedagogical principles in activity classes for majors. For this reason some of the better professional preparation programs distinguish between skills courses for the general education of all students and the activity courses for majors. Those majoring in English, science, medicine, or engineering obviously are not interested in spending time learning how to teach physical education activities.

Regardless of the exact pattern of organization, the physical education teacher should know how to move effectively and efficiently, how to analyze movements biomechanically, and how to perform the fundamentals of exercises, sports and rhythmic activities correctly.

F. Core and concentrations. One of the important developments in the preparation of physical education teachers for their careers is the organization of the specialization into core requirements and the concentration of their choice. In the past many schools offered one general program for all students majoring in physical education. Because of the variety of career opportunities, many of the better programs are permitting the students to concentrate their courses in a certain sub-area of physical education. These are variously termed concentrations, sub-concentrations and tracks. Such might include:

Elementary Physical Education
Secondary Physical Education
Coaching Varsity Sports
Adapted Physical Education
Athletic Training
Physical Therapy
Community Physical Education
Commerical and Industrial Programs
General

Under such a plan a prospective teacher will make a decision by the end of the sophomore year as to what career specialty to follow. All major students will take a specified core of experiences which should develop those competencies needed. Over and above the core requirements students will take courses leading to expertise in their concentration.

G. Laboratory experiences. For many years students have complained about the fruitlessness of many education courses. This has been followed by high praise of their experiences as they begin their student teaching and the usual statement that they learn more in the first few weeks of those experiences than in all their course work combined. Regardless of the truth of this statement (see paragraph K on relevance, for further discussion), efforts have been made to begin practical laboratory experiences earlier and to extend the amount of time spent on them.

Laboratory experiences now generally include:

Early observation of classes (freshman year)
Assisting with the teaching of classes in nearby schools

Volunteer work in Boys' and Girls' Clubs, YMCAs, YWCAs, and YMHAs, and recreation programs

Assisting with work in Children's Centers and Nursery Schools

Team teaching in colleges and schools

Formal student teaching program

Laboratory experiences should be somewhat varied. Coaching, working with intramurals, assisting with pre-school programs, leading recreational activities, organizing backpacking trips, conducting camping experiences and teaching physical education at different educational levels are all enriching, educational and worthwhile.

Emphasis in the student teaching experience must be on the selection of schools where there are helpful and qualified cooperating teachers. Sound guidance in the early stages will enhance the value of practical experiences.

H. Relevance. While there is general agreement that teacher education programs must show relevance, some thought must be given to the interpretation of that concept. Three questions should be asked:

Relevance for whom? Relevance for where? Relevance for when?

Students graduate with hundreds of unanswered questions. They often feel that their college education has been too theoretical. Their first need is to know how to organize, manage and teach a class. Discipline poses problems for them. Formulating budgets is different from what it was in class. Building a curriculum for a specific community presents unique problems. General courses in sociology, psychology, history and science do not seem to provide many answers. Thus the initial reaction.

As teachers become experienced these basic practical problems can usually be solved routinely. They now want to know how to advance in the profession and how to increase their expertise in community involvement. They find that they need to write good reports, to make speeches to civic organizations, to discuss problems with faculty members in other disciplines, to write articles for publication. English, sociology, political science and science courses begin to take on more meaning.

In later years most educators tend to become more philosophical. They begin to search for meaning in their life and their profession. They are concerned about their influence on their students. They realize that as senior faculty members they are automatically in a leadership role. They often have heavy responsibilities in their community as well as in the institution in which they are working. Courses in philosophy, administrative theory, advanced psychology and science become more relevant. They wish to be looked upon as educated persons and [illegible] profession.

It becomes clear that all of the courses which have become part of our programs of professional preparation have relevance for some situations and for some people. The problem is to increase the significance of all experiences so that the least possible time and effort will be wasted. It also behooves those who have responsibilities for developing teacher education curricula to continually reexamine and reevaluate the experiences which are being provided future teachers.

V The Graduate Program

The fact that education is never complete is emphasized throughout baccalaureate programs and during service as a teacher. Attention to continuing education and in-service training is given by most college and university administrations. Certifying and accrediting agencies take cognizance of efforts made by physical educators to improve their competencies and advance in their profession. Promotion in rank and pay is contingent in part on education after the bachelor's degree is attained. Leaves of absence with and without pay are most often used to do graduate work.

Graduate programs leading to the master's degree, the doctor's degree and other diplomas signifying completion of advanced study are the most tangible and popular ways of continuing one's education. There are of course many who take graduate courses simply to improve their effectiveness and increase their knowledge, and this is to be commended.

The most prevalent of the graduate programs in which physical education teachers are enrolled are:

1. The master's degree with a major in physical education and for which no thesis is required. Additional course work, a research project, and a comprehensive examination are usually part of such a program.

2. The master's degree with a major in physical education in which the thesis accounts for one-fifth to one-fourth of the work. An oral examination on the thesis is required.

3. An intermediary degree obtained by completing approximately one year's graduate work beyond the master's degree. A certificate of advanced standing, or some other form certifying the completion of the program is granted. Most of the course work is in physical education, with some electives permitted.

4. A Doctor of Education degree (D.Ed.). Approximately one-half of the course work is in physical education and the other half in education. A few electives are generally permitted. A doctoral dissertation, usually of an applied or practical nature, is required. There may be a language requirement, although that is not the case in all instances.

5. A Doctor of Philosophy degree (Ph.D.). There is usually a major and a minor area of study and often some elective courses. The major area may be in physical education, psychology of sport, physiology of exercise, or some other specialization. The dissertation may consist of applied or basic research. One or two languages and a strong supporting concentration of research is customarily required.

There are variations in these graduate programs. It is difficult to generalize when describing graduate work in the United States. Each State has its own board of education and each institution formulates its own graduate program. Each tries to satisfy the needs of its students.

In some colleges and universities the emphasis is on "pushing back the horizons of knowlege" and discovering new truths. In others it is on improving the individual's preparation for a profession. In many instances both purposes are served. The main objective of graduate education is to serve the teacher-scholar-researcher whether in education, industry, science or elsewhere. The aim is to train individuals for intellectual leadership.

VI Practices, Trends and Developments

A. Certification and Accreditation

Individuals desiring to teach in the public schools must be certified by the State in which they wish to work. The requirements vary in the different States but consist of at least a bachelor's degree from an accredited school and the completion of a number of specified courses and/or credit hours in the subject area to be taught. In most States the candidate must submit a transcript of credits earned to the State department of education. In some instances the State utilizes the "approved-program" approach, in which case the college or university submits a list of those who satisfy the program requirements and the State certificate is issued on that basis. The schools wishing to be on the approved list must file a rather lengthy application and accept periodic visitations and careful scrutiny by the State department.

Accreditation is a process whereby the performance and integrity of schools are recognized by authorized accrediting agencies. Institutions preparing teachers usually seek two kinds of accreditation. There are six regional associations authorized to grant general accreditation to a school as a whole. While each institution can maintain its own autonomy and uniqueness, the quality of education in the entire school is scrutinized.

Specialized accreditation for most teaching programs (including physical education) is granted by the National Council for the Accreditation of Teacher Education (NCATE). Self-studies and visitations by teams of examiners serve as a basis for the accreditation process.

Performance-based teacher certification is one of the current trends. The competence of teachers who wish to be certified is judged on the basis of their performance, and not on the basis of courses taken and completed.

Major developments in accreditation and certification are:

The approved program concept
Performance-based teacher certification
Reciprocal certification among the States
Differential staffing
Specialized certification in areas such as coaching, dance, recreation and health education
Increased emphasis on standardization of programs throughout the United States

There appears to be a movement toward increased accountability. The profession itself is identifying and defining needed competencies. Institutions are accepting the responsibility for providing experiences leading to the required competencies. Objectives are being written so that their attainment can be observed and assessed. In this way students, institutions, certifying agencies and professional organizations can know when desired ends are being achieved.

B. Flexibility

The trend toward flexibility may be noted not only in basic instruction programs but also in professional preparation. Self-pacing is replacing lock-step education. Each individual is being given more freedom to advance as talents and energy permit, rather than according to the time schedule set by traditional rigid scheduling. Modular scheduling is being perfected and modified so as to pose fewer administrative roadblocks. Thus time schedules are fitted to the requirements of a specific activity rather than to adjust the lesson plan to the time available. Facilities and equipment innovations are making it possible to adjust the arrangement of teaching stations to the subject matter being taught.

Individualizing student programs also contributes to flexibility. Sound advisement by teachers who are willing to work out the best course schedule for each individual increases flexibility. In this way, students feel that programs are more relevant to their needs. They engage in their school work more enthusiastically when they have a role in deciding what experiences shall be theirs.

C. Internships

One of the productive trends is the increased use of internships. Some students are engaged as interns for a semester, while others work a full year. They may intern in public schools, YMCAs, or professional organizatons. Some are employed as full time workers in recreation programs. Responses from students who have been interns indicate they feel the experience is very worthwhile. They also point out that they [illegible] their college classes after they have had such exper-

D. Junior College Articulation

As the number of junior colleges (two year colleges) increases and as pre-professional physical education programs are offered by them, greater attention should be given to their articulation with colleges and universities which offer four year programs or the last two years of the program. These four year or upper two year programs have the responsibility for granting the bachelor's degrees; the junior colleges are contributing greatly to the early college and university education of our youth. The key to good articulation is, as one might expect, communication.

Problems encountered include changing curricula arbitrarily and without consultation, discriminatory treatment of junior college graduates, unreasonable admissions requirements for transfer to senior colleges and limitations placed on transfer credits in professional fields. Many of these problems can be alleviated by cooperative planning, careful negotiations, and advance notice before changes are made. In some States there are now articulation specialists who are responsible for negotiations between junior and senior colleges. Transfer is generally facilitated when general education, rather than the specialized professional education, is taken during the first two years.

E. Non-educational Careers

A number of leaders in the profession have indicated that schools preparing physical education graduates are too exclusively concerned with education for teaching careers. It has been stated that unless we broaden our base the market will be so saturated with graduates of professional preparation programs that placement will be very difficult.

Outlets for physical education majors, other than teaching, can include:

Positions as physical fitness directors in industry

Operators of commercial health spas

Positions in Boys' Clubs, Girls' Clubs

Directors of physical education in YMCAs, YWCAs, YMHAs

Directors of tennis and badminton clubs

Directors of sports palaces

Directors of athletics and physical fitness in correctional institutions

Professional preparation schools are beginning to look at these possibilities. Careful thought should be given to the "pros" and "cons" of such expansion.

F. Special Certification

Much has been done to encourage special certification for coaches, dance teachers, athletic administrators, athletic trainers, driver education teachers, and health educators. Some States have adopted regulations and rules for the certification of coaches. Acceptance of increased certification in these areas has proceeded slowly and is far from universal. The trend is, however, discernable and needs the attention of leaders in the profession.

G. Coeducational Classes

Separation of men and women (or girls and boys) for physical education experiences is rapidly disappearing. Separate departments and separate classes are in most instances a thing of the past. Except for a few skills courses (boxing, football, ice hockey, etc.) classes are now generally coeducational. Women are gradually increasing the number of participants and teams in varsity sports programs. Almost all theory courses are taught to men and women together. There are activities in which women prefer to play by themselves, and the same can be said for men. There will probably always be more women than men in dance and more men than women in the rough contact sports. Segregation of sexes in physical education is definitely on the wane.

VII Issues and Problems

A. Standardization versus Diversity

There are those who insist that our profession should do everything possible to standardize professional preparation programs throughout our nation. While some advantages might accrue from such standardization, a degree of diversity is also needed. Teachers in the inner cities of New York, Boston or Chicago need a different education than those teaching in the rural areas of Maine, South Dakota or Montana. The climate of Florida and California make possible a program of physical education that is not feasible in Washington, Minnesota or Vermont. The mountains, rivers and lakes of New Hampshire, Colorado and Oregon permit physical education activities that may not be appropriate for some parts of Iowa, Kansas or Ohio.

Some diversity in educational institutions is also desirable. Resources for sophisticated research are much more plentiful in the large universities than in the small private colleges. State colleges are well equipped to prepare teachers while liberal arts colleges traditionally have rich programs in the arts and philosophy. Students who are exposed to teachers from many different backgrounds have some advantage over those whose teachers are too homogeneous.

Opinions vary, and in all probability considerable diversity will continue for a long time.

B. The Practical versus the Theoretical

Arguments continue as to whether physical education teachers are better equipped when their major program contains a large proportion of methods and skills courses or whether they are more adequately prepared when they have a strong liberal arts background. Both are important. The master teacher will have experience in both practical and theoretical aspects. Because it is impossible to obtain a complete preparation for all kinds of physical education teaching during four years of college, it is important that teachers continue their education. They should experience activities such as dance, gymnastics, swimming, basketball, and tennis. It is also important to have a sound philosophical base, to be able to write and speak well, and to be informed about history, political science and art. (See also IV, H, Relevance). It is also essential to know how to teach. Both the practical and the theoretical are necessary. For this reason, also, an administrator should strive to obtain a desirable balance when employing faculty members.

C. Inner City versus Rural

Administrators of inner city schools have often been critical of teacher education institutions for not providing better professional preparation for their situations. This may well be a fair criticism, but the solution is not always easy. When admission to colleges is competitive, many inner city students do not meet admissions standards. When students graduate they tend to look for positions in the newer suburban schools where excellent facilities and equipment are generally found.

The best solution is to recruit and admit more high school seniors from the inner city. Those who have grown up in that environment are more understanding of the problems involved, tend to adjust better to the situation, and so do a more effective job of teaching. It is also important to recruit some teachers from the inner city for the faculties of professional preparation institutions. In view of the fact that about eighty percent of the population now lives in the metropolitan areas, emphasis must be placed on preparing teachers for the cities.

D. Broader Programs

An important trend of the 70's is the broadening of programs. At all levels we are seeing increased opportunities for varied sports experiences. Skiing, backpacking, canoeing, scuba diving, mountain climbing, cycling, lacrosse, obstacle courses, circuit training, and numerous others are now being offered in many schools. Dance in its many forms is taught and learned. Independent study and contract teaching have added flexibility and individualization to programs. Lifetime sports are being taught at all levels. Efforts to provide physical education for the handicapped are increasing. Barring budget difficulties, programs can now be broader and can provide for more varied interests and needs than in the past. Professional preparation institutions must [illegible] leadership in all of these activities.

E. Auxiliary Personnel

The utilization of paraprofessionals to relieve teachers of routine tasks related to physical education is increasing. Where this practice is carefully planned and accepted by the staff, it can be helpful. There are dangers, however. When unqualified paraprofessionals are employed to teach, it may reduce the quality of the teaching. When conditions are such that there is an over supply of highly qualified teachers, the use of too many paraprofessionals may leave the experts unemployed and may reduce the overall means of the program.

VIII Finale

The quality of educational experiences is dependent upon the quality of the teachers. Every effort should be made to maintain high standards of the teaching profession. Institutions preparing physical education teachers should provide a sound program of general education, general professional education and specialized professional education. Special attention should be given to laboratory experiences. These should be provided throughout the four years of collegiate study and articulated with professional theory courses. Professional personnel should be continuously alert for new developments. Changing conditions require adaptable people.

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RESEARCH IN PHYSICAL EDUCATION AND SPORTS WITH UNITED STATES OF AMERICA

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Historical Orientation

Over the years, research pertaining to physical education and sports in the education of youth in the United States has been centered primarily in colleges and universities. Highlights that show the development of and influences affecting such research are presented here.

1. Scientific studies in physical education have been conducted in institutions of higher learning since 1861, when the first chair in this field was established at Amherst College. Until World War I, physical fitness was the primary objective of physical education with leadership supplied largely by medically trained persons interested in exercise as a form of preventive medicine. Thus, most early scientists in this field in the United States were physicians.

2. At the first meeting in 1885 and at many subsequent meetings, the American Alliance for Health, Physical Education, and Recreation (AAHPER), then known as the Association for the Advancement of Physical Education, tests and the research techniques used in their construction dominated the programs. The early publications of the Association, the Annual Association Proceedings from 1885-1895 and the American Physical Education Review from 1896-1929, were replete with reports of research studies. A committee on authropometry and others of a similar nature were primary Association concerns during the first twenty years of its existence.

3. An early organization devoted to research in physical education and sports was the Athletic Research Society, originating in 1907. By this time, athletics and sports were looming large on the American scene; the participants in the Society were not limited to physicians, but also included physical educators and coaches. The Society was a vital force during the rapid expansion of athletics in the United States, having as its basic function the study of emerging problems, including a consideration of the educational, social, and moral forces involved.

4. The Athletic Research Society was discontinued around 1925. In 1928, it was replaced by the Research Section of the AAHPER, which has functioned effectively to the present day. The major

purpose of the Section is to conduct programs for the presentation of research papers at annual Association meetings. In recent years, well over 100 papers have been presented at multiple section meetings running continuously through the five-day conventions of the AAHPER. Abstracts of these papers are printed in advance of and are available at each convention. Research sections have been formed by all six districts of the AAHPER and by many state associations. Other professional organizations, especially in the college field, also conduct programs devoted to research reporting. Thus, scientific meetings in physical education and sports are widely held throughout the country each year.

5. In 1930, publication of the Research Quarterly was started by the AAHPER and has continued to the present. The Quarterly has provided a special opportunity for the publication of research in physical education and sports.

6. Following World War I, college after college throughout the United States inaugurated professional preparation programs to meet a tremendous increase in demands for physical educators. Leadership in the field changed from individuals trained in medicine to those prepared in the biological sciences and pedagogy. With this movement, graduate study emerged leading to master's and doctors' degrees. A 1975 listing of institutions granting graduate degrees in physical education contained 262 at the master's and 63 at the doctor's level. This expansion of graduate study was by far the most vital force in the development of research in this field.

7. Coupled with graduate study was the establishment of research laboratories. Prior to World War II, the number of such laboratories was quite limited, probably not more than a half dozen. Following the war, the increase in research laboratories was dramatic until presently many graduate departments of physical education have well-established comprehensive facilities. Associated with these laboratories are well prepared and experienced professors, many with national and international reputations as scientists in this field.

8. In 1942, the Research Council of the AAHPER was formed continuing to the present day. As contrasted with the Research Section, the Council has an established roster; membership is contingent upon qualifications related to research productivity and publication; the 1975 membership consists of 222 men and women, nearly all of whom are affiliated with colleges and universities.

The Council is a working organization throughout the year with committees dealing with problems related to the development, maintenance, and upgrading of research. Members serve as Associate Editors of the Research Quarterly; on three occasions, 1949, 1959, and 1973, a text, *Research Methods in Health, Physical Education, and Recreation*, was written and published; an annual volume, *Completed Research in Health, Physical Education, and Recreation*, is issued; an *Encyclopedia of Physical Education* is in press; convention and pre-convention research scientific symposia are held annually at AAHPER conventions; cooperation with other groups in the development and revisions of the AAHPER Youth Fitness Test has been provided.

9. Quite logically, sports medicine has developed worldwide as a special interest of medicine, emerging from various needs to prevent and care for injuries occurring in athletics and to determine proper methods of conditioning athletes for their respective sports. The American College of Sports Medicine was founded in 1954 to include physicians, exercise physiologists, and physical educators. This group holds annual scientific conferences, has published *Encyclopedia of Sports Sciences and Medicine*, and has issued, since 1969, a quarterly journal, *Medicine and Science in Sports*.

10. A roll of eminent United States scientists in physical education and sports cannot be included in this report. However, any roll prior to World War I would certainly include: Edward Hitchcock, Amherst College; Dudley A. Sargent, Harvard University; R. Tait McKenzie, University of Pennsylvania; and Luther H. Gulick and James H. McCurdy, Springfield College. Extending the period between the wars, other names would be added: Charles H. McCloy, State University of Iowa; Arthur H. Steinhaus, George Williams College; and Thomas K. Cureton, Leonard A. Larson, and Peter V. Karpovich, Springfield College. The number of such scientists since World War II is so great that no attempt at a list will be made; recognition of some pioneers in this effort must necessarily suffice.

Scope of Research

Generally, the scientist in physical education and sports was first a physical educator, the holder of a baccalaureate degree in this field. Typically, this degree provides beginning courses in psychology, biology, chemistry and/or physics, human anatomy, applied anatomy, physiology, exercise physiology, growth and development, tests and measuremens, corrective physical education, and nutrition. While physical education preparation has a central core of knowledge, it also has peripheral interests in other disciplines such as those mentioned. As the physical educator contemplates a future in research, he begins to specialize in an area of interest as he pursues graduate study; logically, his subsequent research shows a similar concentration.

Consequently, the scope of research in physical education and sports in the United States is extensive. Some scientists concentrate on the use of physical activity in the optimal education of children, while others pursue basic studies related to the effects of exercise on the organism, physically, psychologically, emotionally, and socially, and its application in the development of desirable human traits. The list of areas in which research is being conducted in physical education and sports include the following:

Exercise physiology
Circulatory-respiratory endurance
Energy cost of physical activities
Muscular strength/endurance
Muscular fatigue
Kinesiology
Analysis of movement
Motor learning
Growth and development
Body composition

Physique type
Body size and proportion
Individual differences

Fat reduction
Physiological maturity
Flexibility of joint movement
Methods of teaching/coaching
Motivation

Personal - social adjustment
Scholastic aptitude/achievement
Test construction
History of physical education/sport
Sports psychology
Sports sociology
Physical/mental handicapped children

The bulk of research in physical education and sports is performed with human beings as subjects, although some laboratories employ animals, mostly rats. The equipment and apparatus utilized range from simple to highly sophisticated. The simpler tests consist of motor ability items, such as standing jumps, sit-ups, chins, dips, ball throws for distance and for accuracy, and fundamental skills in various sports. Dynamometers and tensiometers are used to measure strength; and ergometry, to assess muscular endurance; circulatory - respiratory endurance may be evaluated by distance runs and swims or by the heartometer or electrocardiograph. Complex physiological tests include analysis of expired air, oxygen debt, blood flow, blood analysis, cardiac output, heart X-ray, and the like. Growth and development studies may utilize hand-wrist X-rays to assess maturity, somatotype assessments to describe physique type, and anthropometric tests to determine body size and proportion; as well as strength and motor ability evaluations. The stabilometer, pursuit rotor, mirror tracings, and mazes are employed in motor learning studies. The electromyograph is a common device in kinesiological research. Psychological tests may range from peer selections and behavior rating scales to personality inventories to, by some, projective techniques. Proper statistical analyses and appropriate tests of significance are largely made through the use of electronic computers.

The most effective research, quantitatively and qualitatively, in physical education and sports is found when the scientist, together with his graduate students, systematically conducts studies in an area over a period of years. Some investigations of this sort are mentioned briefly below; each of these projects is the subject for a volume in the Prentice-Hall International Research Monograph Series in Physical Education.

1. *Muscular Strength and Endurance in Man*, 1966: development of cable-tension strength tests, muscular fatigue through strength decrement, muscular endurance with the Kelso-Hellebrandt ergograph, applications of muscular fatigue to pack carrying on military marches and swimming. Principal investigator: H. Harrison Clarke, University of Oregon.

2. *Physical and Motor Tests in the Medford Boys' Growth Study*, 1971: 12-year longitudinal project, applying measures of maturity, physique type, body size and proportion, muscular strength and endurance, motor ability elements, and athletic ability as demonstrated in interscholastic competition. Principal investigator: H. Harrison Clarke, University of Oregon.

3. *The Harvard Fatigue Laboratory: Its History and Contributions*, 1973: a unique research group, active from 1926 to 1946, devoted to the study of man at work under a variety of conditions; personnel included biochemists, biologists, medical clinicians, sociologists, anthropologists, and psychologists. Authors: Steven M. and Elizabeth C. Horvath, University of California, Santa Barbara.

4. *Evaluation and Regulation of Body Build and Composition*, 1974: alterations in body build and composition with exercise, normal variations among athletes in various sports, and considerations of overweight and underweight conditions. Principal investigators: Albert R. Behnke, San Francisco Medical Center, and Jack. R. Wilmore, University of California, Davis.

5. *Physical Activity and Health: An Epidemiologic Study of an Entire Community*, 1975: longitudinal study of a complete community; relates habitual physical activity and physical fitness to the maintenance of health and the occurrence of disease. Principal investigator: Henry J. Montoye, University of Tennessee.

6. *The Motor Domain and Its Correlates in Educationally Handicapped Children*, 1976: effects of specifically designed physical education programs on measures of physical growth, motor performance, and intellectual, emotional, and social development of educable mentally retarded boys and girls. Principal investigator: G. Lawrence Rarick, University of California, Berkeley.

Other research monographs in the Prentice-Hall series are in preparation: Activity and Play of Children, M. J. Ellis and associate, Dalhousie University; Biomechanics Research, Richard C. Nelson and Associates, Pennsylvania State University.

Another United States physical education and sports scientist, Thomas K. Cureton, has written the following four volumes containing reports of his research over three decades at the University of Illinois: (a) Endurance of Young Men; Monograph of the Society for Research in Child Development, 1945. (b) Physical Fitness of Champion Athletes; University of Illinois Press, 1951. (c) Improving the Physical Fitness of Youth; Monograph of the Society for Research in Child Development, 1964. (d) The Physiological Effects of Exercise Programs on Adults; Charles C. Thomas, Publisher, 1969.

Other physical educators who have produced a considerable body of research spanning the past twenty-five years are: Franklin M. Henry and Anna S. Espenschade, University of California, Berkeley; Lawrence E. Morehouse, University of California, Los Angeles; M. Gladys Scott, University of Iowa; Arthur Slater-Hammel, Indiana University; David K. Brace, University of Texas. Many younger scientists are reaching new heights of research productivity, using increasingly sophisticated devices and techniques in gathering data.

Research Publications and Reviews

Two major publications containing research reports in physical education and sports were mentioned above, the Research Quarterly and Medicine and Science in Sports; also, the Prentice-Hall International Research Monograph Series in Physical Education. Researches in these areas have also been reported in medical, physiology, psychology, anthropometry, child development, health, nutrition, and other journals. In recent years, however, some research reviews and other materials have become available, particularly the following:

1. Science and Medicine of Exercise and Sport: 1st edition, 1960; 2nd edition, 1974. Editors of 2nd edition, Warren R. Johnson and E. R. Buskirk; the publisher, Harper and Row. The volume contains 33 research reviews by different authors, divided into five parts; structural and mechanical, physiological, maturing and aging, psychological and social, and therapeutic.

2. Exercise and Sport Sciences Reviews: three volumes published in 1973, 1974, and 1975. Editor of first two volumes, Jack H. Wilmore; third volume, Wilmore and Jack F. Keogh. Publisher: Academic Press. Emphases in the three volumes are: I, biological and kinesiological; II, behavioral, historical, and philosophical; III, internal effects of exercise, biomechanics, and laboratory techniques.

3. *Physical Fitness Research Digest*, President's Council on Physical Fitness and Sports: edited and written by H. Harrison Clarke, Research Consultant. This digest is published quarterly, with the first appearing in July, 1971. Each issue is devoted to a research review around a given topic; implications and applications are drawn for physical fitness practices.

4. *Annotated Research Bibliography in Physical Education, Recreation and Psychomotor Function of Mentally Retarded Persons* edited by Julian U. Stein, published by the American Alliance for Health, Physical Education, and Recreation. Contains 439 annotated studies and references for 418 others from 1888 to 1975.

5. *Microform Publications in Health, Physical Education, and Recreation*: initiated H. Harrison Clarke in 1949 at Springfield College and continued since 1953 at the University of Oregon, as a non-profit service to the professions involved. Emphasis is placed upon duplicating the complete text of unpublished research materials, first on microcards but now on microfiche; the materials are primarily doctoral dissertations and master's theses completed at colleges and universities throughout the United States, as well as scholarly books and journals out of print.

Information Retrieval Systems

Two major efforts are currently being made to provide information retrieval systems which include physical education and sports.

1. Educational Resources Information Center (ERIC) is a nationwide system funded by the National Institute of Education with support from professional associations, schools, universities, and other groups. One of the sixteen ERIC clearinghouses is devoted to Teacher Education; this unit provides some materials, abstracts, indexes, and the like in health, physical education, and recreation.

2. *Physical Fitness/Sports Medicine Information Service* is being planned jointly by the National Library of Medicine and the President's Council on Physical Fitness and Sports, in cooperation with the American College of Sports Medicine, the Committee on the Medical Aspects of Sports of the American Medical Association, and the United States Olympic Committee. It is anticipated that the computer-based retrieval resources at the National Library of Medicine will include physical fitness and sports medicine.

Research Financing

Research in physical education and sports in the United States is financed dominantly by colleges and universities. These institutions supply the facilities, equipment, and research professors and graduate students provide the manpower. Federal support of research in these fields is miniscule, as revealed by a 1965 survey of federal agencies by the President's Council on Physical Fitness and Sports. The federal support situation is more favorable for exercise physiologists employing highly sophisticated methods of evaluation.

PROJECT: HEALTH AND OPTIMUM PHYSICAL EDUCATION

• description

The project provides training in planning and implementing a movement education program that measurably improves fitness and motor skill and contributes to improved self-concept. The program emphasis is on teaching movement concepts of space awareness, body awareness, the quality of movement, and relationships utilizing the discovery learning method. Experiences are planned to allow success for all children regardless of physical ability. The project slogan, "Every Child A Winner" finds expression in all program implementaion because winning in this program occurs when a child does his or her best. The project has developed a quality program with an emphasis on economy. The training includes an accountability model for program implementation, information on equipment improvisation, and sessions on public relations related to successful implementation of the program.

• target audience

Kindergarten through sixth grade.

• materials used

Book list supplied by project; improvised equipment and low-cost physical education supplies.

• descriptors

movement education
humanistic accountability
community involvement
individualized instruction

• financial requirement

$1.76 per child start-up.

$1.00 per child operational.

• program evaluation

Three-year comprehensive evaluation of project objectives using pre and post-test data from 1,000 students grades 1-6. Detailed information available on request.

ADOPTION CRITERIA:

The adopter school or school system will adopt the Project Health and Optimum Physical Education Plan as evidenced by:

Documented evidence of the organization of a planning committee and input from committee in establishing goals for movement education program;

Yearly movement education schedule based on those goals, evidenced in writing and implemented in the adopter schools;

Behaviorally stated lesson plans, evidenced in writing and utilized in the program, five days per week, thirty minutes per period;

The Washington State Fitness Test, the AAHPER Youth Fitness Test, and teacher-designed tests utilized as program evaluation instruments;

Program monitoring reports by principal of each adopter school and curriculum director/project director on file in each office;

Equipment selections and reference materials based on findings of needs assessment, recommendations of planning committee, and Project Consultants in each school or on play ground;

Pupil-teacher ratio of 1:30 for program implementation;

Completion of a 2-week training schedule for teacher implementers and designated school personnel conducted by approved Project Consultants;

Letter from principal of each adopter school designating a program coordinator;

Completion of Phase I, Phase II, and Phase III program implementation on a 12-month timeline, monitored by facilitator personnel trained in the program.

ADOPTION SERVICES:

- **training materials**

  Every Child A Winner: A Practical Approach to Movement Education, *Every Child A Winner with Improvised Physical Education Equipment*, "Every Child A Winner" (16 mm movie), adopter kits, and awareness materials.

- **demonstration/visitation**

  Twice weekly October-April. Contact D/D two weeks in advance.

- **training capability**

  Out-of-state adopters as well as those within state. Contact D/D office

CONTACT:

Mrs. Martha F. Owens
Project Director
Project Health and Optimum
Physical Education
Box 141
Ocilla, Ga. 31774
(912) 468-7098

Development Begun: 7/69
USOE DRP Approval: 7/74
Diffusion Start: 7/74

PROJECT: ALL CHILDREN TOTALLY INVOLVED EXERCISING (ACTIVE)

• description

Project ACTIVE meets the physical activity needs of all handicapped individuals in a school district or agency. ACTIVE offers: a training program to provide teachers with those skill strategies necessary to implement an adapted physical education program; diagnostic-prescriptive curriculum manuals (8) and materials addressed to the gamut of handicapping conditions; and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation; a total curriculum package that can be implemented immediately; and accountability features to enhance administrator/community support.

Student instruction is based on individualized-personalized teaching/learning strategies. Teacher training utilizes a competency-based instruction format, with emphasis on trainee exposure to handicapped individuals in a field setting.

• target audience

All handicapped students, pre-K-12, physical educators, special educators, recreation teachers, paraprofessionals, and any others working with the handicapped.

• materials used

Available teaching model kit includes: a teacher training manual and filmstrip; a low motor ability manual and filmstrip; and six additional manuals addressed to specific handicapping conditions. Each individualized curriculum unit can be adopted and/or adapted singly.

• descriptors

Handicapped children, physical education, diagnostic-prescriptive teaching, competency-based teacher training, individualized-personalized instruction.

• financial requirement

Per-pupil cost for implementing a program for every handicapping condition (including one staff member) would be approximately $9.00. Per-pupil cost is reduced to approximately $5.00 if no staff member is required. Continuing costs will decrease due to availability of initial equipment. Training expenses vary in different states, but usually cost $37.50 (purchase of model kit).

• program evaluation

Evaluative data showed the ACTIVE individualized-personalized and competency-based strategies to significantly increase student and teacher performance behaviors. Six pupil research studies reflected significant gains in motor and other psychomotor skills. Over 200 teachers achieved 80% (20 of 25) cognitive and pyschomotor competencies.

ADOPTION CRITERIA:

General Criteria: ACTIVE is designed to meet the needs of those districts/agencies interested in achieving the following goals: provide an individualized physical education program for handicapped students; improve teacher performance; develop a curriculum relevant to student population; adopt a teaching/learning model in concert with the trend toward accountability.

Staffing: ACTIVE was initiated to provide teachers with those minimal skills necessary to establish a program; thus no additional personnel are needed. However, large districts should consider hiring and training one person to supervise the total program.

Facilities/Installation: No special facilities are required. Comprehensive programs can be initiated in very limited areas. Ideal recommendation would be a 30' x 60' area removed from other teaching stations. Equipment is available; cost per school varies from $50.00 to $300.00.

Training: Mini-training offerings (three 8-hour sessions) will provide those competencies for implementing three program components, e.g., motor, perceptual-motor, and physical fitness; maxi-training offering (five 8-hour sessions) to implement the total program. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes for a year, the "turn-key" training of one additional staff member, and pre-post data submission to the project.

ADOPTION SERVICES:

• training materials

Awareness flyers (3) -- no cost; technical brief (1) -- $0.15. Teaching Model Kit -- $37.50 (8 manuals). Teacher training filmstrip (1) -- $5.50. Motor ability filmstrip (1) -- $5.50.

• demonstration/ visitation

Demonstrations may be requested. ACTIVE site can be visited with two weeks notice. Confirmation required one week in advance of visit. Visits are scheduled one day per week. Contact D/D.

• training capability

Cadre training team (staff of 18) and flexibility of training program provides many alternatives to meeting the specific needs of any district or agency.

CONTACT:

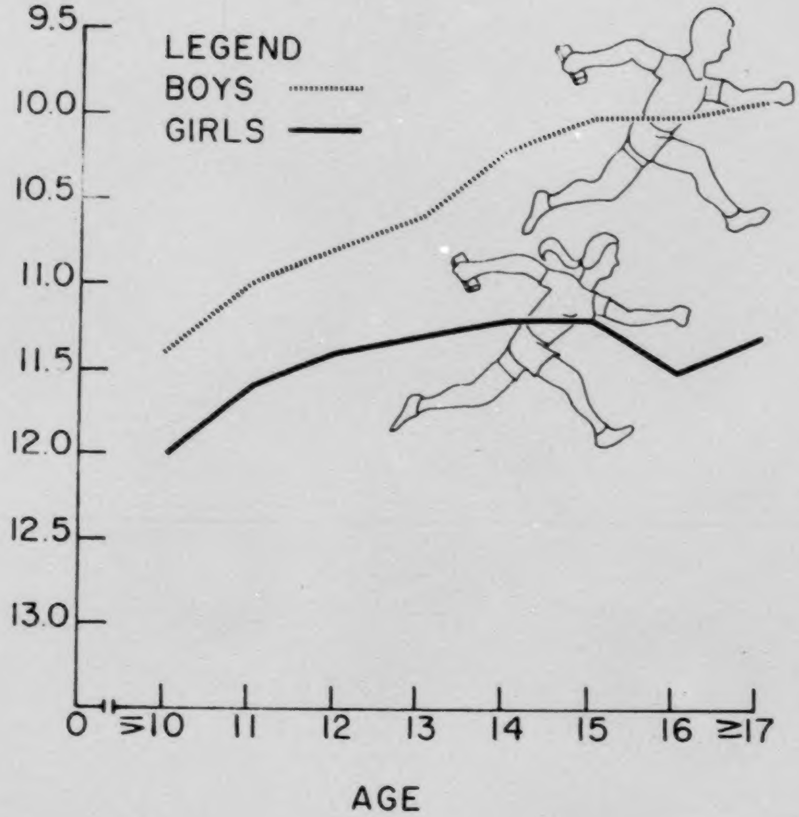
Dr. Thomas M. Vodola
Director, Project ACTIVE
Ocean Township Elementary
School, Dow Ave.
Oakhurst, NJ 07755
(201) 229-4100 ext. 260

Development Begun: 7/72
USOE DRP Approval: 9/74
Diffusion Start: 6/75

AAHPER YOUTH FITNESS TEST

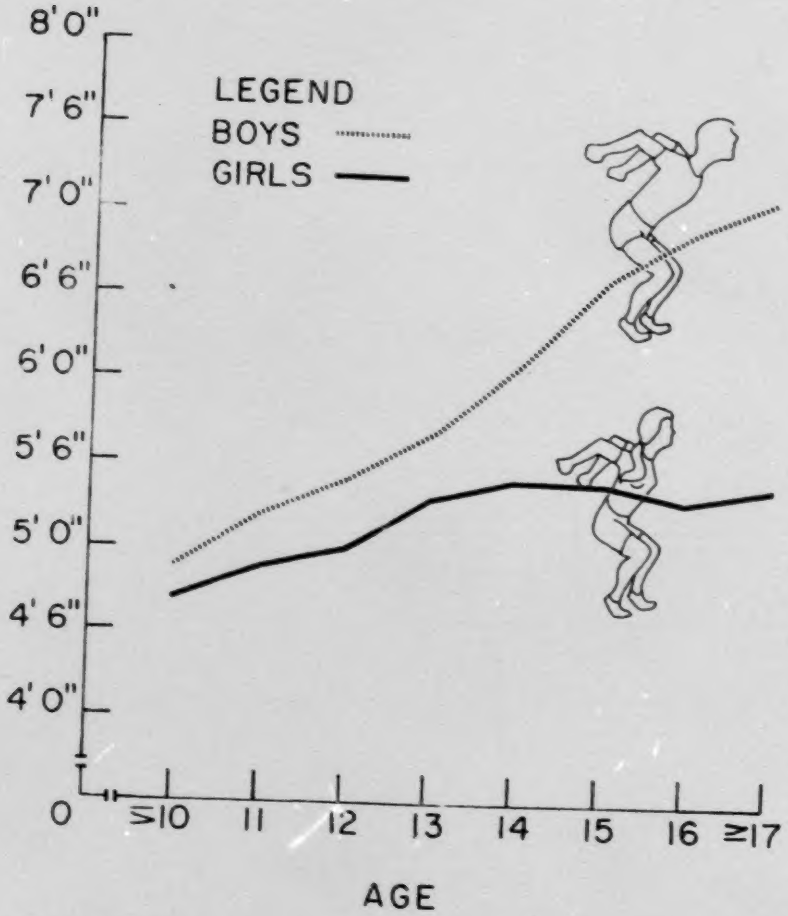
National Norms 1975

SHUTTLE RUN
1975



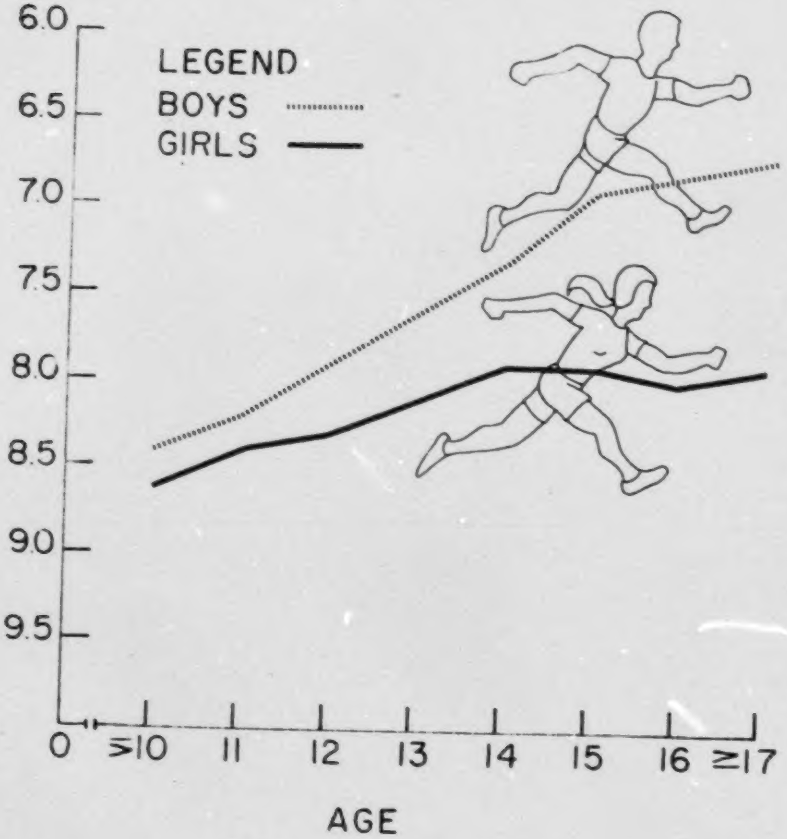
MEAN SCORES

LONG JUMP
1975



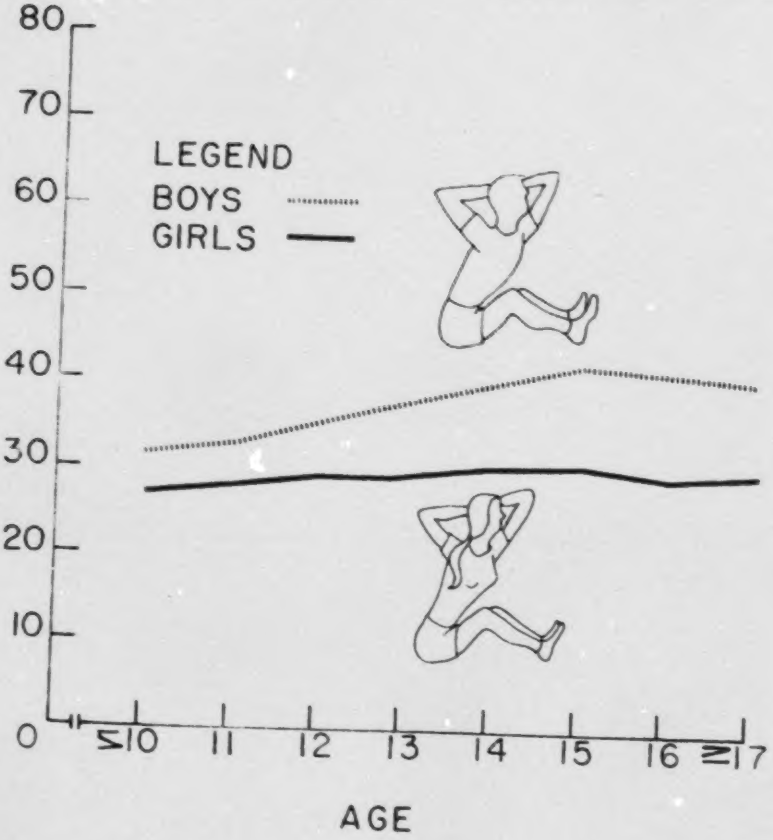
MEAN SCORES

50–YARD DASH
1975



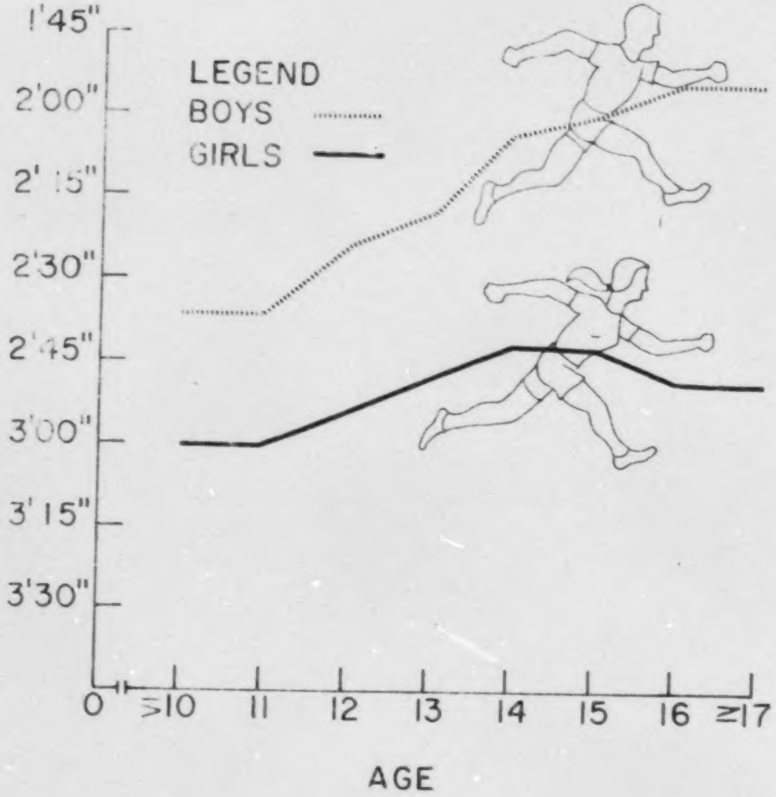
MEAN SCORES

SIT-UPS
1975



MEAN SCORES

600–YARD RUN
1975



MEAN SCORES

FLEXED-ARM HANG FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	78	68	84	68	65	83	69	73	100th
95th	42	39	33	34	35	36	31	34	95th
90th	29	30	27	25	29	28	24	28	90th
85th	24	24	23	21	26	25	20	22	85th
80th	21	21	21	20	23	21	17	19	80th
75th	18	20	18	16	21	18	15	17	75th
70th	16	17	15	14	18	15	12	14	70th
65th	14	15	13	13	15	14	11	12	65th
60th	12	13	12	11	13	12	10	10	60th
55th	10	11	10	9	11	10	8	9	55th
50th	9	10	9	8	9	9	7	8	50th
45th	7	8	8	7	8	8	6	7	45th
40th	6	7	6	6	7	7	5	6	40th
35th	5	6	5	5	5	5	4	5	35th
30th	4	5	4	4	5	4	3	4	30th
25th	3	3	3	3	3	4	3	3	25th
20th	2	3	2	2	3	3	2	2	20th
15th	1	2	1	1	2	2	1	2	15th
10th	0	0	1	0	1	1	1	1	10th
5th	0	0	0	0	0	0	0	0	5th
0	0	0	0	0	0	0	0	0	0

SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	8.0	8.4	8.5	7.0	7.8	7.4	7.8	8.2	100th
95th	10.2	10.0	9.9	9.9	9.7	9.9	10.0	9.6	95th
90th	10.5	10.3	10.2	10.0	10.0	10.0	10.2	10.0	90th
85th	10.9	10.5	10.5	10.2	10.1	10.2	10.4	10.1	85th
80th	11.0	10.7	10.6	10.4	10.2	10.3	10.5	10.3	80th
75th	11.1	10.8	10.8	10.5	10.3	10.4	10.6	10.4	75th
70th	11.2	11.0	10.9	10.6	10.5	10.5	10.8	10.5	70th
65th	11.4	11.0	11.0	10.8	10.6	10.6	10.9	10.7	65th
60th	11.5	11.1	11.1	11.0	10.7	10.9	11.0	10.9	60th
55th	11.6	11.3	11.2	11.0	10.9	11.0	11.1	11.0	55th
50th	11.8	11.5	11.4	11.2	11.0	11.0	11.2	11.1	50th
45th	11.9	11.6	11.5	11.3	11.2	11.1	11.4	11.3	45th
40th	12.0	11.7	11.5	11.5	11.4	11.3	11.5	11.5	40th
35th	12.0	11.9	11.7	11.6	11.5	11.4	11.7	11.6	35th
30th	12.3	12.0	11.8	11.9	11.7	11.6	11.9	11.9	30th
25th	12.5	12.1	12.0	12.0	12.0	11.8	12.0	12.0	25th
20th	12.8	12.3	12.1	12.2	12.1	12.0	12.1	12.2	20th
15th	13.0	12.6	12.5	12.6	12.3	12.2	12.5	12.5	15th
10th	13.8	13.0	13.0	12.8	12.8	12.6	12.8	13.0	10th
5th	14.3	14.0	13.3	13.2	13.1	13.3	13.7	14.0	5th
0	18.0	20.0	15.3	16.5	19.2	18.5	24.9	17.0	0

APPENDIX L

STANDING LONG JUMP FOR GIRLS

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	7'11"	7' 0"	7' 0"	8' 0"	7' 5"	8' 0"	7' 7"	7' 6"	100th
95th	5'10"	6' 0"	6' 2"	6' 5"	6' 8"	6' 7"	6' 6"	6' 9"	95th
90th	5' 8"	5' 9"	6' 0"	6' 2"	6' 5"	6' 3"	6' 3"	6' 6"	90th
85th	5' 5"	5' 7"	5' 9"	6' 0"	6' 3"	6' 1"	6' 0"	6' 3"	85th
80th	5' 2"	5' 5"	5' 8"	5'10"	6' 0"	6' 0"	5'11"	6' 2"	80th
75th	5' 2"	5' 4"	5' 6"	5' 9"	5'11"	5'10"	5' 9"	6' 0"	75th
70th	5' 0"	5' 3"	5' 5"	5' 7"	5'10"	5' 9"	5' 8"	5'11"	70th
65th	5' 0"	5' 2"	5' 4"	5' 6"	5' 8"	5' 8"	5' 6"	5'10"	65th
60th	4'10"	5' 1"	5' 2"	5' 5"	5' 7"	5' 6"	5' 6"	5' 9"	60th
55th	4' 9"	5' 0"	5' 1"	5' 4"	5' 6"	5' 6"	5' 4"	5' 7"	55th
50th	4' 8"	4'11"	5' 0"	5' 3"	5' 4"	5' 5"	5' 3"	5' 5"	50th
45th	4' 7"	4'10"	4'11"	5' 2"	5' 3"	5' 3"	5' 2"	5' 4"	45th
40th	4' 6"	4' 8"	4'10"	5' 1"	5' 2"	5' 2"	5' 1"	5' 3"	40th
35th	4' 5"	4' 7"	4' 9"	5' 0"	5' 1"	5' 1"	5' 0"	5' 2"	35th
30th	4' 3"	4' 6"	4' 8"	4'10"	4'11"	5' 0"	4'10"	5' 0"	30th
25th	4' 1"	4' 4"	4' 6"	4' 9"	4'10"	4'11"	4' 9"	4'11"	25th
20th	4' 0"	4' 3"	4' 5"	4' 8"	4' 9"	4' 9"	4' 7"	4' 9"	20th
15th	3'11"	4' 2"	4' 3"	4' 6"	4' 6"	4' 7"	4' 6"	4' 7"	15th
10th	3' 8"	4' 0"	4' 2"	4' 3"	4' 4"	4' 5"	4' 4"	4' 4"	10th
5th	3' 5"	3' 8"	3'10"	4' 0"	4' 0"	4' 2"	4' 0"	4' 1"	5th
0	1' 8"	2'10"	3' 0"	3' 2"	3' 0"	3' 0"	2' 8"	3' 3"	0

50-YARD DASH FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	7.0	6.9	6.0	6.0	6.0	6.0	5.6	6.4	100th
95th	7.4	7.3	7.0	6.9	6.8	6.9	7.0	6.8	95th
90th	7.5	7.5	7.2	7.0	7.0	7.0	7.1	7.0	90th
85th	7.8	7.5	7.4	7.2	7.1	7.1	7.3	7.1	85th
80th	8.0	7.8	7.5	7.3	7.2	7.2	7.4	7.3	80th
75th	8.0	7.9	7.6	7.4	7.3	7.4	7.5	7.4	75th
70th	8.1	7.9	7.7	7.5	7.4	7.5	7.5	7.5	70th
65th	8.3	8.0	7.9	7.6	7.5	7.5	7.6	7.5	65th
60th	8.4	8.1	8.0	7.7	7.6	7.6	7.7	7.6	60th
55th	8.5	8.2	8.0	7.9	7.6	7.7	7.8	7.7	55th
50th	8.6	8.3	8.1	8.0	7.8	7.8	7.9	7.9	50th
45th	8.8	8.4	8.2	8.0	7.9	7.9	8.0	8.0	45th
40th	8.9	8.5	8.3	8.1	8.0	8.0	8.0	8.0	40th
35th	9.0	8.6	8.4	8.2	8.0	8.0	8.1	8.1	35th
30th	9.0	8.8	8.5	8.3	8.2	8.1	8.2	8.2	30th
25th	9.1	9.0	8.7	8.5	8.3	8.2	8.3	8.4	25th
20th	9.4	9.1	8.9	8.7	8.5	8.4	8.5	8.5	20th
15th	9.6	9.3	9.1	8.9	8.8	8.6	8.5	8.8	15th
10th	9.9	9.6	9.4	9.2	9.0	8.8	8.8	9.0	10th
5th	10.3	10.0	10.0	10.0	9.6	9.2	9.3	9.5	5th
0	13.5	12.9	14.9	14.2	11.0	15.6	15.6	15.0	0

SIT-UP FOR GIRLS (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	56	60	55	57	52	58	75	66	100th
95th	45	43	44	45	45	45	43	45	95th
90th	40	40	40	41	43	42	40	41	90th
85th	38	38	38	40	41	40	38	40	85th
80th	35	36	37	38	39	38	36	38	80th
75th	34	35	36	36	37	36	35	35	75th
70th	33	33	35	35	35	35	34	34	70th
65th	31	32	33	33	35	34	33	33	65th
60th	30	31	32	32	33	33	32	32	60th
55th	29	30	30	31	32	32	31	31	55th
50th	27	29	29	30	30	31	30	30	50th
45th	25	28	28	29	30	30	28	30	45th
40th	24	26	27	27	29	29	27	28	40th
35th	23	25	26	26	27	28	26	27	35th
30th	22	24	25	25	25	26	25	26	30th
25th	21	22	24	23	24	25	24	25	25th
20th	20	20	22	22	22	23	22	22	20th
15th	17	18	20	20	20	22	20	20	15th
10th	14	15	17	18	18	20	18	18	10th
5th	10	9	13	15	16	15	15	14	5th
0	0	0	0	0	2	2	0	1	0

600-YARD RUN FOR GIRLS

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	2' 7"	1'52"	1'40"	1'43"	1'33"	1'41"	1'45"	1'39"	100th
95th	2'20"	2'14"	2' 6"	2' 4"	2' 2"	2' 0"	2' 8"	2' 2"	95th
90th	2'26"	2'21"	2'14"	2'12"	2' 7"	2'10"	2'15"	2'10"	90th
85th	2'30"	2'25"	2'21"	2'16"	2'11"	2'14"	2'19"	2'14"	85th
80th	2'33"	2'30"	2'23"	2'20"	2'15"	2'18"	2'21"	2'20"	80th
75th	2'39"	2'35"	2'26"	2'23"	2'19"	2'22"	2'26"	2'24"	75th
70th	2'41"	2'39"	2'31"	2'27"	2'24"	2'25"	2'29"	2'26"	70th
65th	2'45"	2'42"	2'35"	2'30"	2'29"	2'28"	2'32"	2'30"	65th
60th	2'48"	2'45"	2'39"	2'34"	2'32"	2'30"	2'36"	2'35"	60th
55th	2'51"	2'48"	2'43"	2'37"	2'36"	2'34"	2'39"	2'38"	55th
50th	2'56"	2'53"	2'47"	2'41"	2'40"	2'37"	2'43"	2'41"	50th
45th	2'59"	2'55"	2'51"	2'45"	2'44"	2'40"	2'47"	2'45"	45th
40th	3' 1"	2'59"	2'56"	2'49"	2'47"	2'45"	2'49"	2'48"	40th
35th	3' 8"	3' 4"	3' 0"	2'55"	2'51"	2'50"	2'54"	2'53"	35th
30th	3'11"	3'11"	3' 6"	2'59"	2'56"	2'55"	2'58"	2'56"	30th
25th	3'15"	3'16"	3'13"	3' 6"	3' 1"	3' 0"	3' 3"	3' 2"	25th
20th	3'21"	3'24"	3'19"	3'12"	3' 8"	3' 5"	3' 9"	3' 9"	20th
15th	3'25"	3'30"	3'27"	3'20"	3'16"	3'12"	3'18"	3'19"	15th
10th	3'38"	3'44"	3'36"	3'30"	3'27"	3'26"	3'30"	3'30"	10th
5th	4' 0"	4'15"	3'59"	3'49"	3'49"	3'28"	3'49"	3'45"	5th
0	5'48"	5'10"	6' 2"	5'10"	5' 0"	5'58"	5' 5"	6'40"	0

PULL-UP BOYS

Percentile Scores Based on Age / Test Scores in Number of Pull-Ups

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	19	16	18	17	27	20	26	23	100th
95th	9	8	9	10	12	15	14	15	95th
90th	7	6	7	9	10	12	12	13	90th
85th	5	5	6	7	9	11	11	12	85th
80th	4	5	5	6	8	10	10	11	80th
75th	3	4	4	5	7	9	10	10	75th
70th	3	4	4	5	7	9	9	10	70th
65th	2	3	3	4	6	8	8	9	65th
60th	2	3	3	4	5	7	8	8	60th
55th	1	2	2	3	5	7	7	7	55th
50th	1	2	2	3	4	6	7	7	50th
45th	1	1	1	2	4	5	6	6	45th
40th	1	1	1	2	3	5	6	6	40th
35th	1	1	1	2	3	4	5	5	35th
30th	0	1	0	1	2	4	5	5	30th
25th	0	0	0	1	2	3	4	4	25th
20th	0	0	0	0	1	2	3	3	20th
15th	0	0	0	0	1	1	3	2	15th
10th	0	0	0	0	0	1	2	1	10th
5th	0	0	0	0	0	0	1	0	5th
0	0	0	0	0	0	0	0	0	0

SHUTTLE RUN FOR BOYS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	9.2	8.7	6.8	7.0	7.0	7.0	7.3	7.0	100th
95th	10.0	9.7	9.6	9.3	8.9	8.9	8.6	8.6	95th
90th	10.2	9.9	9.8	9.5	9.2	9.1	8.9	8.9	90th
85th	10.4	10.1	10.0	9.7	9.3	9.2	9.1	9.0	85th
80th	10.5	10.2	10.0	9.8	9.5	9.3	9.2	9.1	80th
75th	10.6	10.4	10.2	10.0	9.6	9.4	9.3	9.2	75th
70th	10.7	10.5	10.3	10.0	9.8	9.5	9.4	9.3	70th
65th	10.8	10.5	10.4	10.1	9.8	9.6	9.5	9.4	65th
60th	11.0	10.6	10.5	10.2	10.0	9.7	9.6	9.5	60th
55th	11.0	10.8	10.6	10.3	10.0	9.8	9.7	9.6	55th
50th	11.2	10.9	10.7	10.4	10.1	9.9	9.9	9.8	50th
45th	11.5	11.0	10.8	10.5	10.1	10.0	10.0	9.9	45th
40th	11.5	11.1	11.0	10.6	10.2	10.0	10.0	10.0	40th
35th	11.7	11.2	11.1	10.8	10.4	10.1	10.1	10.1	35th
30th	11.9	11.4	11.3	11.0	10.6	10.2	10.3	10.2	30th
25th	12.0	11.5	11.4	11.0	10.7	10.4	10.5	10.4	25th
20th	12.2	11.8	11.6	11.3	10.9	10.5	10.6	10.5	20th
15th	12.5	12.0	11.8	11.5	11.0	10.8	10.9	10.7	15th
10th	13.0	12.2	12.0	11.8	11.3	11.1	11.1	11.0	10th
5th	13.1	12.9	12.4	12.4	11.9	11.7	11.9	11.7	5th
0	17.0	20.0	22.0	16.0	18.6	14.7	15.0	15.7	0

STANDING LONG JUMP FOR BOYS

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	6' 5"	8' 5"	7' 5"	8' 6"	9' 0"	9' 0"	9' 2"	9'10"	100th
95th	6' 0"	6' 2"	6' 6"	7' 1"	7' 6"	8' 0"	8' 2"	8' 5"	95th
90th	5'10"	6' 0"	6' 3"	6'10"	7' 2"	7' 7"	7'11"	8' 2"	90th
85th	5' 8"	5'10"	6' 1"	6' 8"	6'11"	7' 5"	7' 9"	8' 0"	85th
80th	5' 6"	5' 9"	6' 0"	6' 5"	6'10"	7' 3"	7' 6"	7'10"	80th
75th	5' 4"	5' 7"	5'11"	6' 3"	6' 8"	7' 2"	7' 6"	7' 9"	75th
70th	5' 3"	5' 6"	5' 9"	6' 2"	6' 6"	7' 0"	7' 4"	7' 7"	70th
65th	5' 1"	5' 6"	5' 8"	6' 0"	6' 6"	6'11"	7' 3"	7' 6"	65th
60th	5' 1"	5' 5"	5' 7"	6' 0"	6' 4"	6'10"	7' 2"	7' 5"	60th
55th	5' 0"	5' 4"	5' 6"	5'10"	6' 3"	6' 9"	7' 1"	7' 3"	55th
50th	4'11"	5' 2"	5' 5"	5' 9"	6' 2"	6' 8"	7' 0"	7' 2"	50th
45th	4'10"	5' 2"	5' 4"	5' 7"	6' 1"	6' 6"	6'11"	7' 1"	45th
40th	4' 9"	5' 0"	5' 3"	5' 6"	5'11"	6' 5"	6' 9"	7' 0"	40th
35th	4' 8"	4'11"	5' 2"	5' 5"	5'10"	6' 4"	6' 8"	6'10"	35th
30th	4' 7"	4'10"	5' 1"	5' 3"	5' 8"	6' 3"	6' 7"	6' 8"	30th
25th	4' 6"	4' 8"	5' 0"	5' 2"	5' 6"	6' 1"	6' 6"	6' 6"	25th
20th	4' 5"	4' 7"	4'10"	5' 0"	5' 4"	5'11"	6' 4"	6' 4"	20th
15th	4' 2"	4' 5"	4' 9"	4'10"	5' 2"	5' 9"	6' 2"	6' 2"	15th
10th	4' 0"	4' 3"	4' 6"	4' 7"	5' 0"	5' 6"	5'11"	5'10"	10th
5th	3'10"	4' 0"	4' 2"	4' 4"	4' 8"	5' 2"	5' 5"	5' 3"	5th
0	3' 1"	3' 0"	3' 2"	3' 3"	2' 0"	2' 0"	3' 4"	3' 0"	0

50-YARD DASH FOR BOYS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	7.0	6.3	6.3	5.8	5.9	5.5	5.5	5.4	100th
95th	7.3	7.1	6.8	6.5	6.2	6.0	6.0	5.9	95th
90th	7.5	7.2	7.0	6.7	6.4	6.2	6.2	6.0	90th
85th	7.7	7.4	7.1	6.9	6.5	6.3	6.3	6.1	85th
80th	7.8	7.5	7.3	7.0	6.6	6.4	6.4	6.3	80th
75th	7.8	7.6	7.4	7.0	6.8	6.5	6.5	6.3	75th
70th	7.9	7.7	7.5	7.1	6.9	6.6	6.5	6.4	70th
65th	8.0	7.9	7.5	7.2	7.0	6.6	6.6	6.5	65th
60th	8.0	7.9	7.6	7.3	7.0	6.8	6.6	6.5	60th
55th	8.1	8.0	7.7	7.4	7.1	6.8	6.7	6.6	55th
50th	8.2	8.0	7.8	7.5	7.2	6.9	6.7	6.6	50th
45th	8.4	8.2	7.9	7.5	7.3	6.9	6.8	6.7	45th
40th	8.6	8.3	8.0	7.6	7.4	7.0	6.8	6.8	40th
35th	8.7	8.4	8.1	7.7	7.5	7.1	6.9	6.9	35th
30th	8.8	8.5	8.2	7.9	7.6	7.2	7.0	7.0	30th
25th	8.9	8.6	8.3	8.0	7.7	7.3	7.0	7.0	25th
20th	9.0	8.7	8.5	8.1	7.9	7.4	7.1	7.1	20th
15th	9.2	9.0	8.6	8.3	8.0	7.5	7.2	7.3	15th
10th	9.5	9.1	9.0	8.7	8.2	7.6	7.4	7.5	10th
5th	9.9	9.5	9.5	9.0	8.8	8.0	7.7	7.9	5th
0	11.0	11.5	11.3	15.0	11.1	11.0	9.9	12.0	0

SIT-UP FOR BOYS (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	70	60	62	60	73	72	76	66	100th
95th	47	48	50	53	55	57	55	54	95th
90th	44	45	48	50	52	52	52	51	90th
85th	42	43	45	48	50	50	50	49	85th
80th	40	41	43	47	48	49	49	47	80th
75th	38	40	42	45	47	48	47	46	75th
70th	36	39	40	43	45	46	45	45	70th
65th	36	38	39	42	44	45	44	43	65th
60th	35	37	38	41	43	44	43	42	60th
55th	33	35	37	40	41	43	42	42	55th
50th	31	34	35	38	41	42	41	41	50th
45th	30	33	34	37	40	41	40	40	45th
40th	29	31	33	35	38	40	40	39	40th
35th	28	30	32	34	37	39	38	38	35th
30th	27	28	30	32	35	38	37	37	30th
25th	25	26	30	30	34	37	35	35	25th
20th	23	24	28	29	32	35	34	34	20th
15th	21	22	26	27	21	34	32	32	15th
10th	19	19	23	24	27	30	30	30	10th
5th	13	15	18	20	24	28	28	26	5th
0	2	0	0	2	6	4	12	1	0

600-YARD RUN FOR BOYS

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	1'52"	1'47"	1'38"	1'26"	1'27"	1'20"	1'21"	1'20"	100th
95th	2' 5"	2' 2"	1'52"	1'45"	1'39"	1'36"	1'34"	1'32"	95th
90th	2' 9"	2' 6"	1'57"	1'50"	1'44"	1'40"	1'38"	1'35"	90th
85th	2'11"	2' 9"	2' 0"	1'54"	1'47"	1'42"	1'40"	1'38"	85th
80th	2'15"	2'12"	2' 4"	1'57"	1'50"	1'45"	1'42"	1'41"	80th
75th	2'17"	2'15"	2' 6"	1'59"	1'52"	1'46"	1'44"	1'43"	75th
70th	2'20"	2'17"	2' 9"	2' 1"	1'55"	1'48"	1'46"	1'45"	70th
65th	2'27"	2'19"	2'11"	2' 3"	1'57"	1'50"	1'48"	1'47"	65th
60th	2'30"	2'22"	2'14"	2' 5"	1'58"	1'52"	1'49"	1'49"	60th
55th	2'31"	2'25"	2'16"	2' 7"	2' 0"	1'54"	1'50"	1'50"	55th
50th	2'33"	2'27"	2'19"	2'10"	2' 3"	1'56"	1'52"	1'52"	50th
45th	2'35"	2'30"	2'22"	2'13"	2' 5"	1'57"	1'54"	1'53"	45th
40th	2'40"	2'34"	2'24"	2'15"	2' 7"	1'59"	1'56"	1'56"	40th
35th	2'42"	2'37"	2'28"	2'20"	2'10"	2' 1"	1'58"	1'57"	35th
30th	2'49"	2'41"	2'32"	2'24"	2'12"	2' 5"	1'59"	1'59"	30th
25th	2'53"	2'47"	2'37"	2'27"	2'16"	2' 8"	2' 1"	2' 2"	25th
20th	2'59"	2'54"	2'42"	2'32"	2'22"	2'11"	2' 4"	2' 6"	20th
15th	3' 7"	3' 2"	2'48"	2'37"	2'30"	2'15"	2' 9"	2'12"	15th
10th	3'14"	3'14"	2'54"	2'45"	2'37"	2'23"	2'17"	2'22"	10th
5th	3'22"	3'29"	3' 6"	3' 0"	2'51"	2'30"	2'31"	2'38"	5th
0	4'48"	6'20"	4'10"	4' 0"	6' 0"	4'39"	4'11"	5'10"	0

SHUTTLE RUN FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	8.0	8.4	6.8	7.0	7.0	7.0	7.3	7.0	100th
95th	10.0	9.8	9.6	9.4	9.1	9.0	8.9	8.8	95th
90th	10.3	10.1	10.0	9.7	9.4	9.3	9.2	9.0	90th
85th	10.5	10.3	10.1	9.9	9.6	9.5	9.4	9.2	85th
80th	10.7	10.4	10.3	10.0	9.8	9.6	9.6	9.4	80th
75th	10.9	10.5	10.4	10.2	10.0	9.8	9.8	9.5	75th
70th	11.0	10.6	10.5	10.3	10.0	9.9	10.0	9.7	70th
65th	11.1	10.8	10.6	10.4	10.1	10.0	10.1	9.9	65th
60th	11.3	10.9	10.8	10.5	10.2	10.1	10.2	10.0	60th
55th	11.5	11.0	11.0	10.6	10.3	10.3	10.4	10.2	55th
50th	11.6	11.1	11.0	10.8	10.5	10.4	10.6	10.3	50th
45th	11.7	11.2	11.2	11.0	10.6	10.5	10.7	10.4	45th
40th	11.8	11.4	11.3	11.0	10.8	10.7	10.9	10.6	40th
35th	11.9	11.5	11.5	11.2	11.0	10.9	11.0	10.8	35th
30th	12.0	11.7	11.6	11.4	11.1	11.0	11.2	11.0	30th
25th	12.3	11.9	11.8	11.6	11.3	11.2	11.4	11.2	25th
20th	12.5	12.0	11.9	11.9	11.6	11.5	11.7	11.5	20th
15th	12.8	12.3	12.1	12.1	12.0	11.8	12.0	11.9	15th
10th	13.1	12.7	12.5	12.5	12.2	12.1	12.3	12.2	10th
5th	14.0	13.4	13.0	13.0	12.9	12.8	13.0	13.0	5th
0	18.0	20.0	22.0	16.5	19.2	18.5	24.9	17.0	0

STANDING LONG JUMP FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	7'11"	8' 5"	7' 5"	8' 6"	9' 0"	9' 0"	9' 2"	9'10"	100th
95th	5'11"	6' 1"	6' 5"	6'11"	7' 2"	7' 8"	7'11"	8' 3"	95th
90th	5' 9"	5'11"	6' 2"	6' 7"	6'10"	7' 3"	7' 7"	7'11"	90th
85th	5' 6"	5' 9"	6' 0"	6' 4"	6' 8"	7' 1"	7' 4"	7' 8"	85th
80th	5' 4"	5' 7"	5'10"	6' 2"	6' 6"	6'11"	7' 2"	7' 6"	80th
75th	5' 3"	5' 6"	5' 9"	6' 0"	6' 5"	6' 9"	7' 0"	7' 3"	75th
70th	5' 1"	5' 5"	5' 8"	6' 0"	6' 3"	6' 6"	6'10"	7' 2"	70th
65th	5' 0"	5' 4"	5' 6"	5' 9"	6' 1"	6' 5"	6' 8"	7' 0"	65th
60th	5' 0"	5' 3"	5' 5"	5' 8"	6' 0"	6' 3"	6' 6"	6' 9"	60th
55th	4'11"	5' 2"	5' 4"	5' 7"	5'10"	6' 1"	6' 4"	6' 6"	55th
50th	4'10"	5' 1"	5' 3"	5' 6"	5' 9"	6' 0"	6' 2"	6' 4"	50th
45th	4' 9"	5' 0"	5' 2"	5' 5"	5' 8"	5'10"	6' 0"	6' 2"	45th
40th	4' 8"	4'11"	5' 1"	5' 3"	5' 6"	5' 8"	5' 9"	6' 0"	40th
35th	4' 7"	4' 9"	5' 0"	5' 2"	5' 4"	5' 6"	5' 6"	5'10"	35th
30th	4' 6"	4' 8"	4'10"	5' 1"	5' 3"	5' 5"	5' 5"	5' 8"	30th
25th	4' 3"	4' 6"	4' 9"	4'11"	5' 2"	5' 3"	5' 2"	5' 5"	25th
20th	4' 2"	4' 4"	4' 7"	4' 9"	5' 0"	5' 1"	5' 0"	5' 3"	20th
15th	4' 0"	4' 3"	4' 5"	4' 7"	4'10"	4'11"	4'10"	5' 0"	15th
10th	3'10"	4' 1"	4' 3"	4' 5"	4' 6"	4' 9"	4' 7"	4'10"	10th
5th	3' 7"	3'10"	4' 0"	4' 1"	4' 3"	4' 4"	4' 3"	4' 4"	5th
0	1' 8"	2'10"	3' 0"	3' 2"	2' 0"	2' 0"	2' 8"	3' 0"	0

50-YARD DASH FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	7.0	6.3	6.0	5.8	5.9	5.5	5.5	5.4	100th
95th	7.4	7.1	6.9	6.6	6.4	6.2	6.1	6.0	95th
90th	7.5	7.3	7.1	6.9	6.6	6.4	6.4	6.2	90th
85th	7.7	7.5	7.2	7.0	6.8	6.5	6.5	6.4	85th
80th	7.8	7.6	7.4	7.1	6.9	6.7	6.6	6.5	80th
75th	7.9	7.7	7.5	7.2	7.0	6.8	6.7	6.5	75th
70th	8.0	7.9	7.6	7.3	7.1	6.9	6.8	6.6	70th
65th	8.1	7.9	7.7	7.4	7.2	7.0	6.9	6.8	65th
60th	8.2	8.0	7.8	7.5	7.3	7.1	7.0	6.9	60th
55th	8.3	8.1	7.9	7.6	7.4	7.2	7.1	7.0	55th
50th	8.5	8.2	8.0	7.6	7.5	7.3	7.2	7.1	50th
45th	8.6	8.3	8.0	7.8	7.5	7.4	7.3	7.2	45th
40th	8.7	8.4	8.2	7.9	7.7	7.5	7.5	7.4	40th
35th	8.8	8.5	8.2	8.0	7.8	7.6	7.6	7.5	35th
30th	9.0	8.6	8.4	8.1	7.9	7.7	7.8	7.6	30th
25th	9.0	8.8	8.5	8.2	8.0	7.9	8.0	7.8	25th
20th	9.2	9.0	8.7	8.5	8.1	8.0	8.1	8.0	20th
15th	9.5	9.1	8.9	8.7	8.4	8.2	8.2	8.2	15th
10th	9.7	9.4	9.2	9.0	8.8	8.5	8.5	8.5	10th
5th	10.0	9.9	9.8	9.6	9.3	8.9	8.8	9.0	5th
0	13.5	12.9	14.9	15.0	11.1	15.6	15.6	15.0	0

SIT-UP FOR BOYS AND GIRLS COMBINED (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	70	60	62	60	73	72	76	66	100th
95th	46	46	49	50	52	53	53	52	95th
90th	42	43	45	47	49	49	50	49	90th
85th	40	41	42	45	47	47	47	46	85th
80th	38	39	40	43	45	45	44	45	80th
75th	36	38	39	41	43	43	42	43	75th
70th	35	36	37	40	41	42	41	42	70th
65th	33	35	36	38	40	41	40	40	65th
60th	32	34	35	37	39	40	38	40	60th
55th	31	32	34	35	37	38	37	38	55th
50th	29	31	32	33	35	37	35	37	50th
45th	28	30	31	32	34	35	34	35	45th
40th	27	29	30	31	33	34	33	34	40th
35th	25	27	29	30	31	32	31	32	35th
30th	24	25	27	28	30	31	30	31	30th
25th	22	24	26	26	29	30	28	30	25th
20th	21	22	24	25	26	28	26	28	20th
15th	19	20	22	22	24	25	24	25	15th
10th	16	17	20	20	21	23	21	22	10th
5th	12	12	15	16	17	19	17	18	5th
0	0	0	0	0	2	2	0	1	0

APPENDIX L

600-YARD RUN FOR BOYS AND GIRLS COMBINED

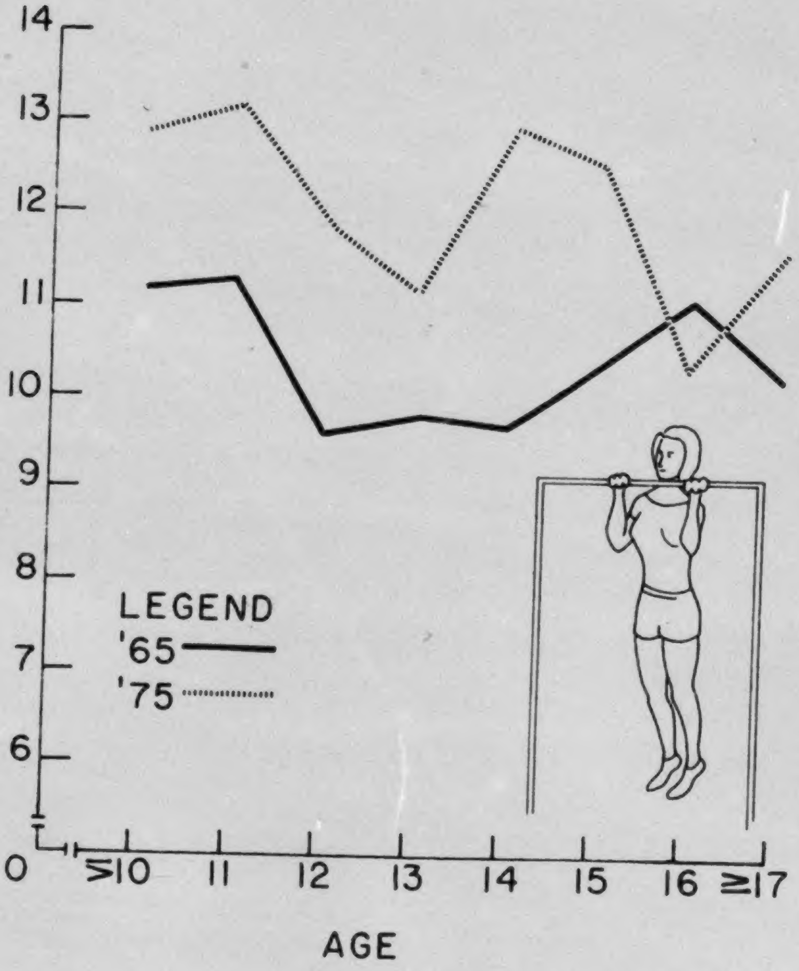
Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age 10	11	12	13	14	15	16	17	Percentile
100th	1'52"	1'47"	1'38"	1'26"	1'27"	1'20"	1'21"	1'20"	100th
95th	2' 9"	2' 5"	1'56"	1'48"	1'43"	1'40"	1'38"	1'35"	95th
90th	2'14"	2'10"	2' 2"	1'56"	1'49"	1'44"	1'42"	1'39"	90th
85th	2'19"	2'15"	2' 6"	2' 0"	1'53"	1'48"	1'45"	1'43"	85th
80th	2'24"	2'18"	2'10"	2' 3"	1'57"	1'51"	1'48"	1'46"	80th
75th	2'29"	2'22"	2'14"	2' 6"	2' 0"	1'54"	1'51"	1'50"	75th
70th	2'30"	2'25"	2'18"	2'10"	2' 3"	1'57"	1'54"	1'52"	70th
65th	2'34"	2'28"	2'22"	2'14"	2' 7"	2' 0"	1'58"	1'55"	65th
60th	2'38"	2'32"	2'24"	2'17"	2'10"	2' 5"	2' 0"	1'58"	60th
55th	2'41"	2'36"	2'28"	2'21"	2'13"	2'10"	2' 6"	2' 2"	55th
50th	2'45"	2'40"	2'31"	2'25"	2'18"	2'13"	2'12"	2' 7"	50th
45th	2'49"	2'43"	2'36"	2'28"	2'22"	2'18"	2'19"	2'12"	45th
40th	2'54"	2'48"	2'41"	2'32"	2'28"	2'24"	2'24"	2'20"	40th
35th	2'58"	2'53"	2'45"	2'36"	2'32"	2'28"	2'30"	2'26"	35th
30th	3' 0"	2'57"	2'50"	2'41"	2'38"	2'31"	2'36"	2'33"	305h
25th	3' 9"	3' 3"	2'56"	2'47"	2'44"	2'38"	2'42"	2'40"	25th
20th	3'12"	3'13"	3' 2"	2'55"	2'50"	2'45"	2'50"	2'47"	20th
15th	3'18"	3'18"	3'12"	3' 5"	2'58"	2'55"	2'57"	2'55"	15th
10th	3'25"	3'30"	3'25"	3'15"	3'11"	3' 5"	3' 8"	3' 9"	10th
5th	3'49"	3'56"	3'37"	3'30"	3'29"	3'26"	3'30"	3'27"	5th
0	5'48"	6'20"	6' 2"	5'10"	6' 0"	5'58"	5' 5"	6'40"	0

AAHPER YOUTH FITNESS TEST

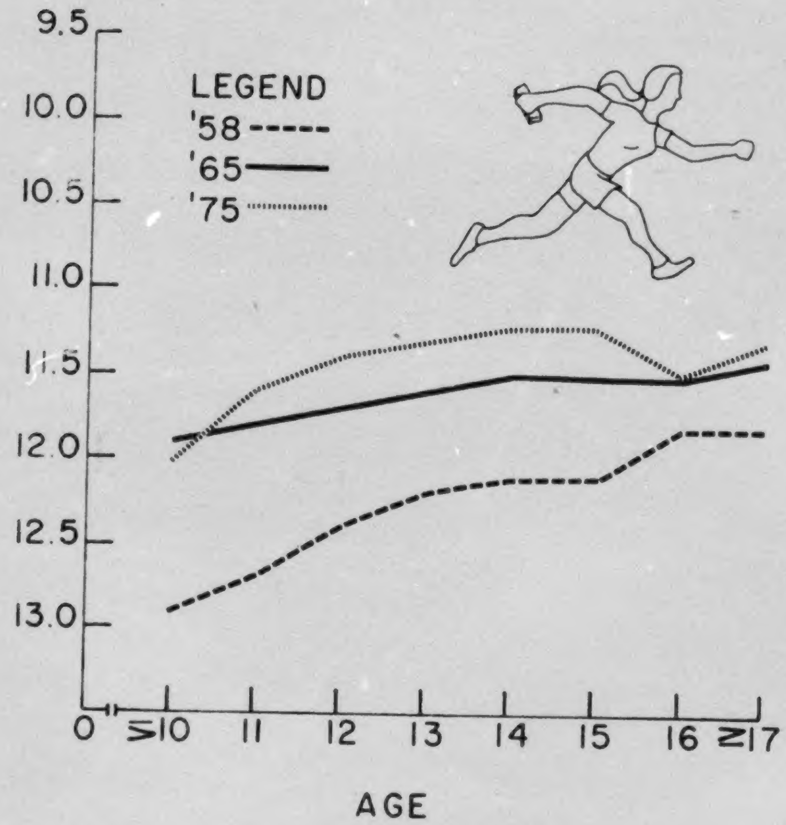
Comparisons-1958, 1964-65, 1975

FLEXED ARM HANG
GIRLS



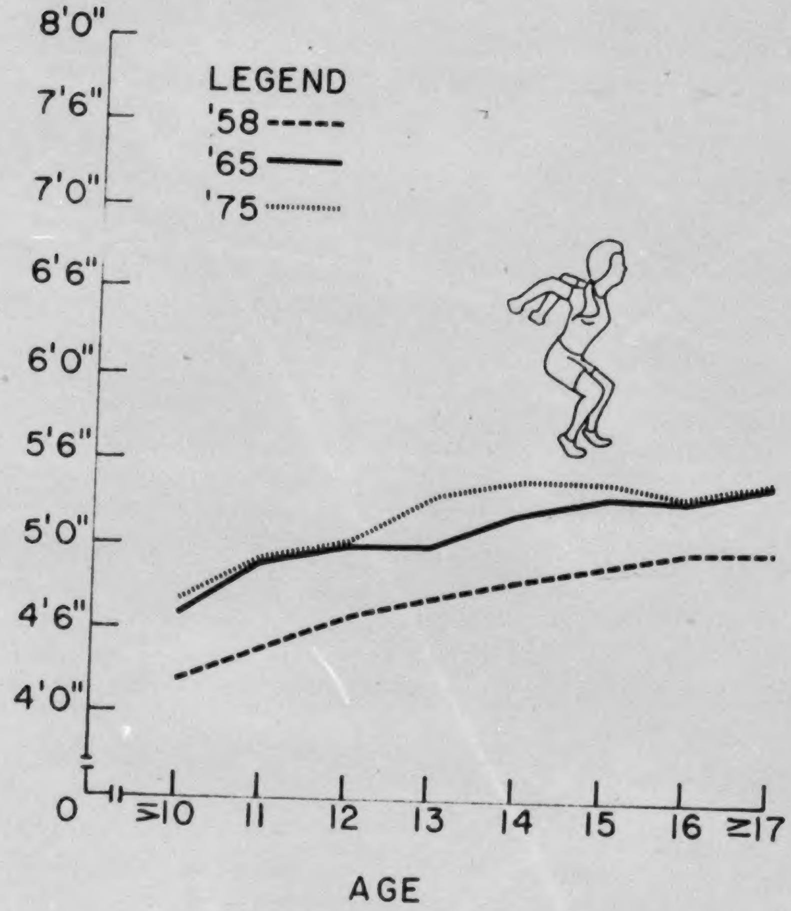
MEAN SCORES

SHUTTLE RUN
GIRLS



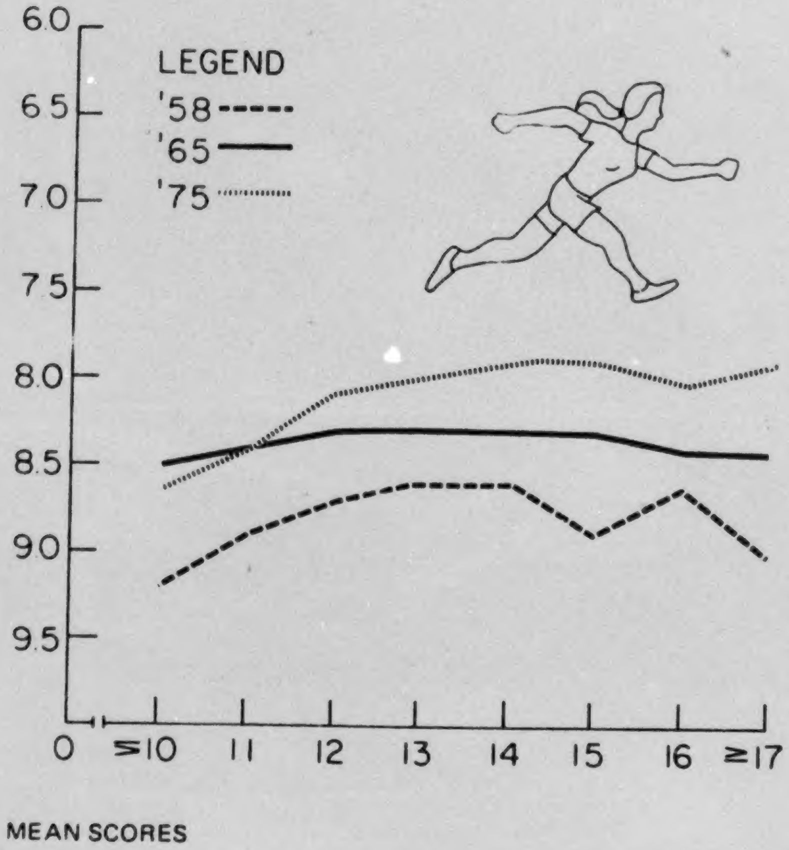
MEAN SCORES

LONG JUMP
GIRLS

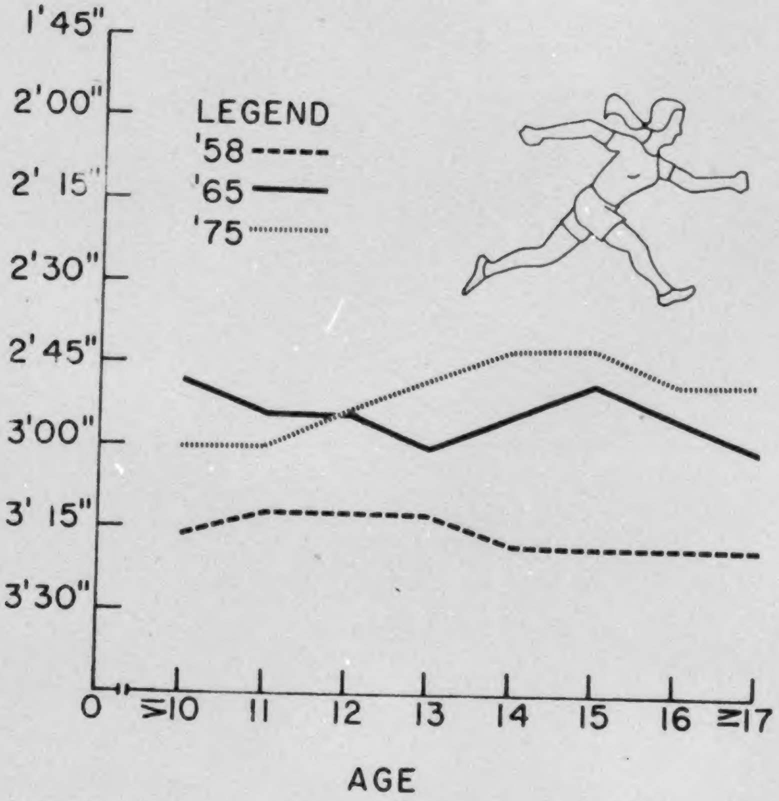


MEAN SCORES

50 – YARD DASH
GIRLS

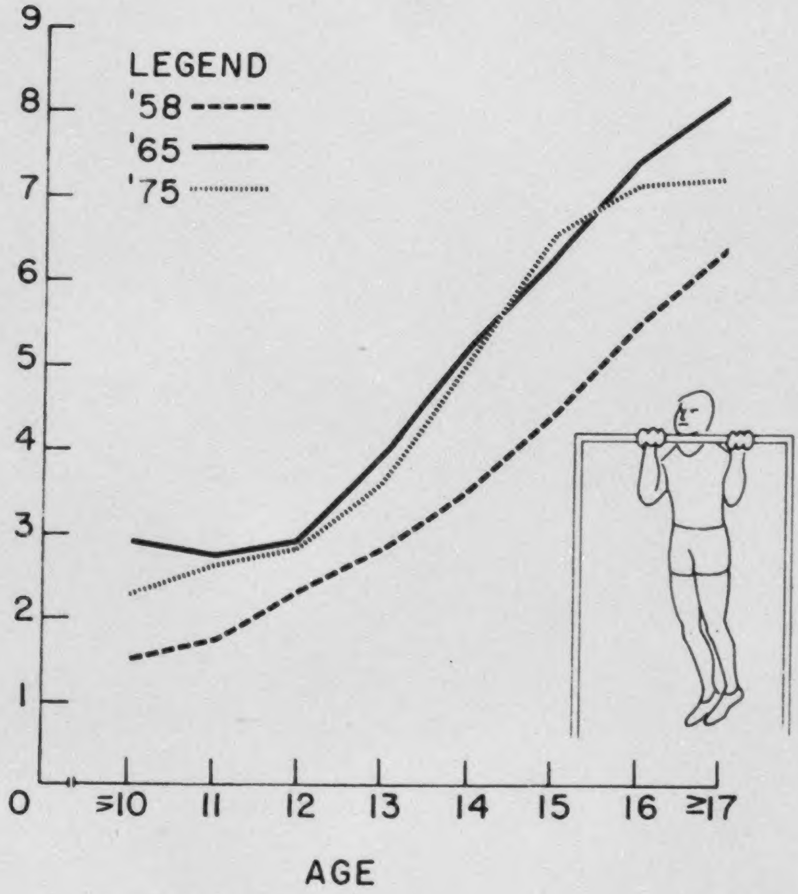


600 – YARD RUN
GIRLS



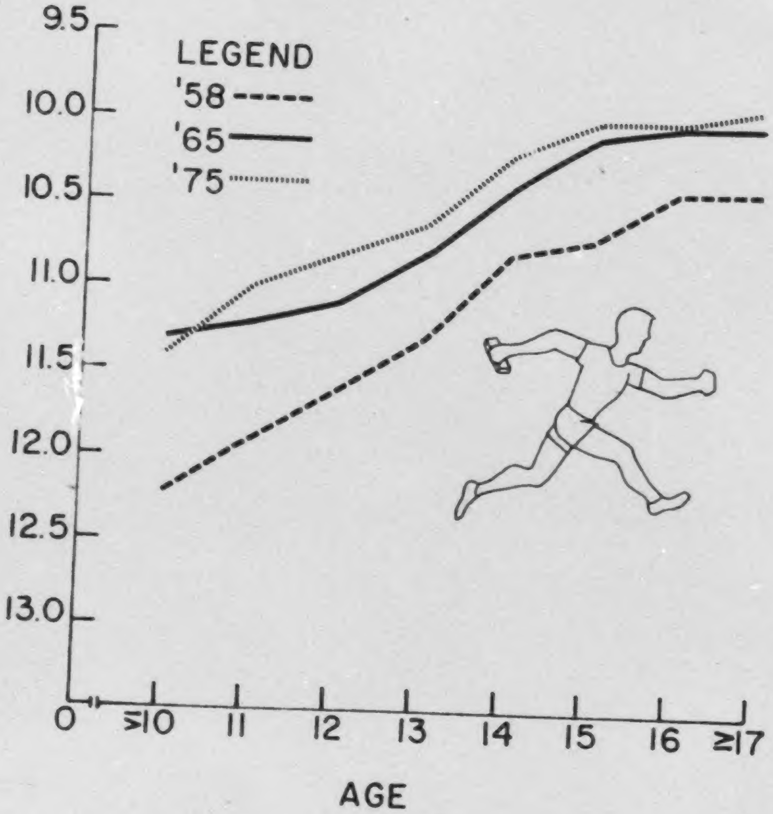
MEAN SCORES

PULL - UPS
BOYS



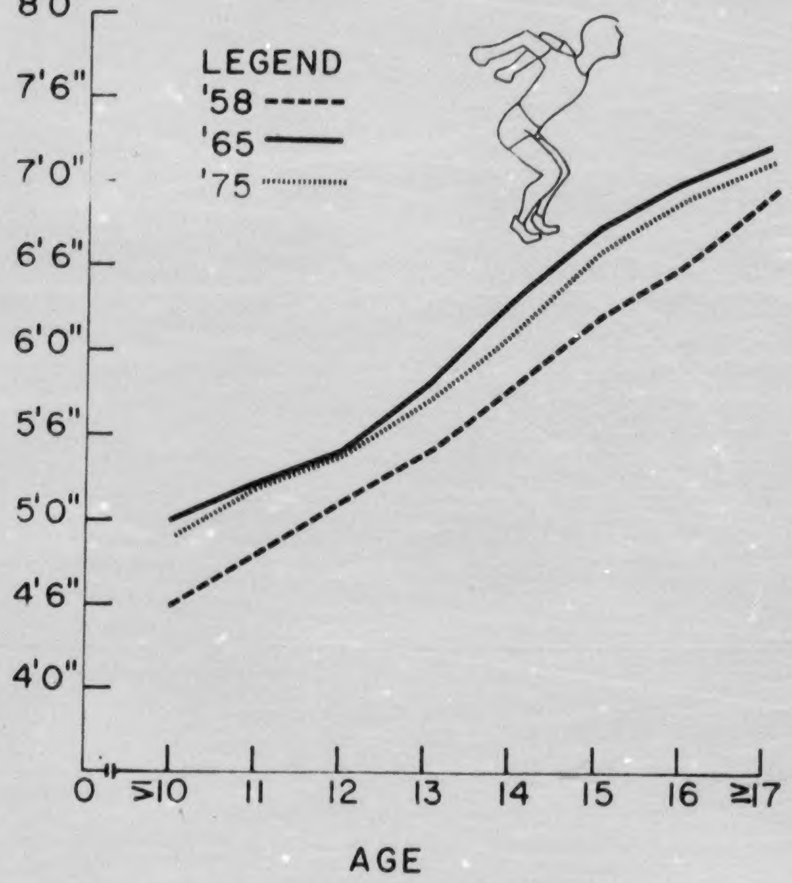
MEAN SCORES

SHUTTLE RUN
BOYS



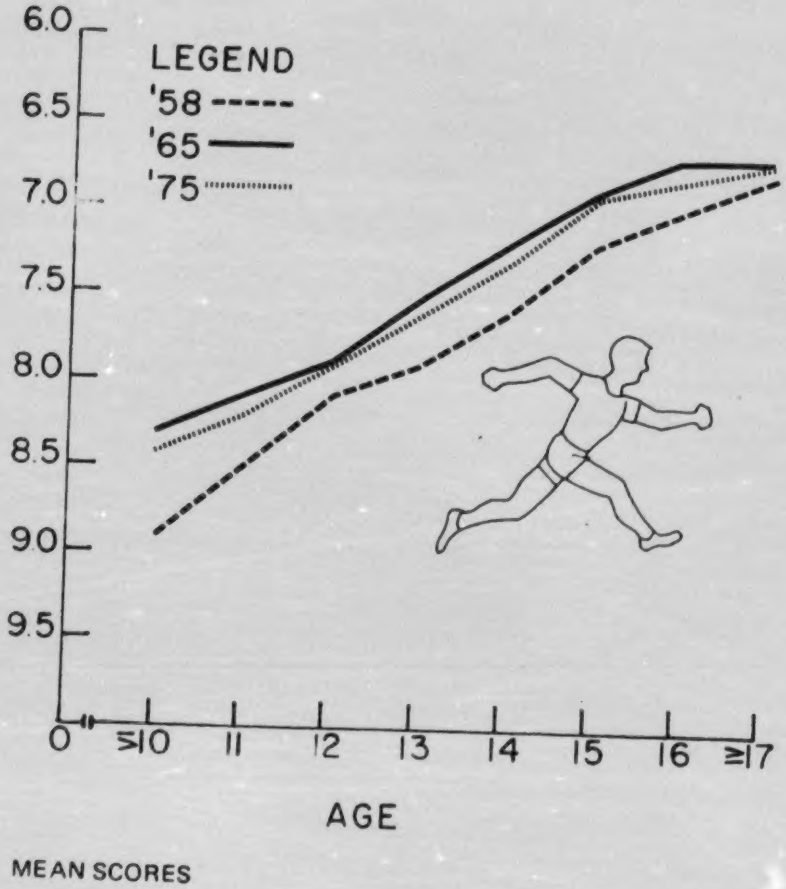
MEAN SCORES

LONG JUMP
BOYS

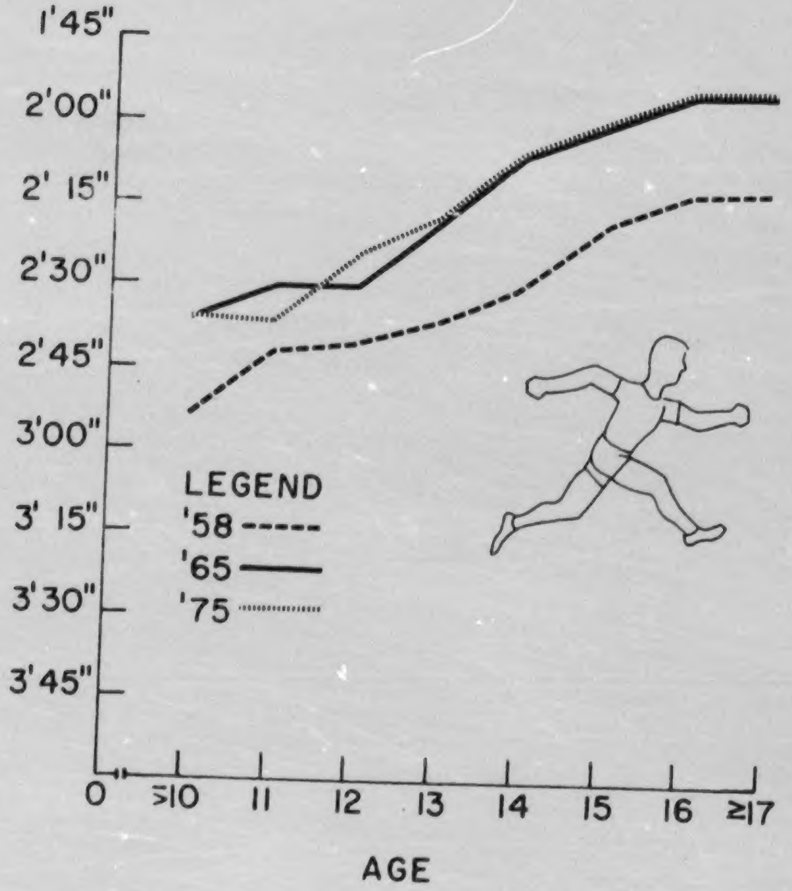


MEAN SCORES

50 – YARD DASH
BOYS



600 – YARD RUN
BOYS



MEAN SCORES

Appendix M

pecial Edition
May 1973

newsLeTTeR

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
Washington, D.C. 20202

NATIONAL ADULT PHYSICAL FITNESS SURVEY

The information reported in this special edition of the Newsletter is taken from a personal interview research survey conducted for the PCPFS by Opinion Research Corporation of Princeton, N.J. Advanced probability sampling techniques were employed in the design and execution of the survey, which involved interviews with 3,875 men and women aged 22 years and over. Only one interview was taken per household, and interviewing was conducted in 1972 between September 15 and October 6, and between November 14 and December 10. Prior to actual field work, five forms of the questionnaire were pretested among 45 respondents.

SUMMARY OF FINDINGS

9 Million Americans Don't Exercise

Forty-five percent of all adult Americans (roughly 49 million of the 109 million adult men and women) do not engage in physical activity for the purpose of exercise. These sedentary Americans tend to be older, less well educated, and less affluent than those who do exercise.

Only 55% of American adults do any exercise at all, but 57% of American adults say they believe they get enough exercise. Paradoxically, those who don't exercise are more inclined to believe they get enough exercise than are those who do exercise. Sixty-three percent of the nonexercisers say they get enough exercise, while only 53% of the exercisers believe they are as physically active as they should be.

Walking Most Popular Form of Exercise

Of the 60 million adult Americans who engage in various forms of exercise, nearly 44 million walk for exercise. More than 18 million ride bicycles for exercise (as opposed to recreation); 14 million swim for exercise; 14 million do calisthenics; and 6.5 million jog.

More than one-half of the men and women who walk for exercise do so "daily" or "almost every day," and nearly three-fourths of them walk at least 20 minutes per outing. Relatively few cyclists, swimmers or joggers come up to the PCPFS standard for "regular exercise" (a minimum of three times per week). For instance, one-third of the persons who say they jog do so only once or twice a week, and about the same number jog no more than 10 minutes per outing. The swimmers and cyclists are simiarly irregular in their exercise habits, but their workouts tend to be of greater uration.

School-College Athletes More Active as Adults

More than two-thirds of the adults who participated in two or more sports in school and/or college exercise now, while fewer than one-half of those who did not participate in sports exercise now. The former athletes' greater liking for exercise is especially pronounced in the more vigorous activities. Proportionately, twice as many of the athletes ride bicycles and do calisthenics, and three times as many jog and swim for exercise.

The persons least likely to be exercising now are those who did not have physical education in school or college. Only 6% of them ride bicycles, only 4% swim, and only 2% jog. Probably one reason for these extremely low levels of participation is that the men and women who did not have physical education tend to be older.

Concern About Health Major Reason for Exercising

Nearly one-half of the men and women who exercise do so for reasons of health. Among their most frequent comments are, *"It's good for my heart,"* and, *"I can breathe better."* One-fourth of those who exercise do so to lose weight, and about the same number do so for enjoyment and relaxation. Men are somewhat more likely than women to exercise for reasons of health, or because they enjoy it, while women are twice as likely to exercise to lose weight.

Physical Education Spotty at Lower Grade Levels

Nearly every American under 40 has taken physical education at some point during his or her school years, but only about four of 10 have taken it in elementary school. Among adults under 30 years of age, 93% have had physical education, but fewer than one-half of them (47%) say they had it in elementary school. Among these younger adults, the p.e. participation figure rises to 68% for junior high school and 85% for high school.

Overall, 71% of American men and women have taken physical education, with 36% taking it in elementary school, 42% in junior high school, and 57% in high school. If a person has not completed high school, there is a less than 50% chance that he or she has had physical education.

Bowling Most Popular Participatory Sport

Bowling is the American adult's favorite participatory sport in terms of total number of participants. Twenty percent of American men and women bowl, and nearly one-half of these take part in organized league and tournament play.

Swimming ranks second in terms of participation, with 18% of the adult population taking part, and it is first in terms of frequency of participation. One of every eight adult swimmers swims "daily" or "almost every day," and one-half of them swim at least "once or twice a week."

Other popular participatory sports, in order of rank, are: golf, 9%; softball, 8.5%; tennis, 6%; volleyball, 5%; water skiing, 3%; and skiing, 2%.

One of every six golfers plays "three to five times a week," but participation in the other sports is generally infrequent. Nearly one-half of all bowlers bowl "less than once a month," and only one bowler in five bowls as often as "once or twice a week."

Of all the most popular participatory sports, swimming, golf and tennis are the only three in which as many as 10% of the participants take part often enough (at least three times a week) to meet PCPFS standards for "regular exercise," and thereby to at least partially satisfy the body's need for regular physical activity.

Many Americans Strangers to Competitive Sport

Sixty percent of American women and 38% of American men, or almost exactly one-half of the total adult population, have not participated in competitive sport on either an intramural or an interschool level. However, among those who have taken part in competitive athletics, 74% of the men and 63% of the women have participated in two or more sports.

FEDERAL GOVERNMENT PRIMARY SOURCE OF FITNESS INFORMATION

Slightly more than six of every 10 adult Americans say they have recently seen or heard some information about the importance of physical fitness and sports. Of this group, 40% name the "Federal government," or simply "government," as the source of the information. Other sources cited, in the order of frequency, include the American Medical Association; the YMCA, or a similar organization; and Blue Cross/Blue Shield, or other insurance companies.

For those persons who are aware of the national fitness emphasis, television has been the primary source of information. Five of every six say they saw or heard the information on TV, as compared to the fewer than one in four who list newspapers and magazines.

As might be expected, fitness awareness is highest among those who exercise regularly and lowest among those--the elderly, the poor, and the poorly educated--who exercise least. The degree of awareness is slightly higher among men than among women.

DETAILED FINDINGS

Notes on Reading This Report:

Most of the data are presented in percentage form. Where the percent signs appear only in the left-hand column, percentages read across. Where the percent signs appear only in the top row, percentages read down.

Percentages may not add to 100 due to the omission of answer categories such as "not reported." Where percentages add to more than 100, this is because the question permitted multiple answers. Percentages shown in answer categories in a table may not add to the percent asked a given question because of computer rounding. An asterisk (*) in a table signifies any value of less than one-half of one percent.

I. EXERCISE HABITS

Many People Do Not Exercise Regularly

Respondents were shown a card with exercises listed on it. Over four people in 10 say they do none of these exercises. In terms of absolute numbers this is about 49 million adults age 22 or older.

It is the younger, better educated, and more affluent people who are inclined to exercise. An example is shown here:

	% Who Say They Ride a Bicycle
22 to 29 years old	28
30 to 39	25
40 to 49	19
50 to 59	12
60 or older	3
High school incomplete	8
High school complete	19
Some college	28
Family income under $5,000	7
$5,000 to $6,999	10
$7,000 to $9,999	16
$10,000 to $14,999	21
$15,000 or over	27

This pattern holds for all of the exercises.

Also, those who participated in school sports are more likely to exercise than are those who did not participate in school sports. More detail on specific exercises as they are related to participation in school sports, physical education, city size, weight change and smoking habits are shown later.

Exercises

"Which, if any, of these exercises are you now doing?"

	%Total Public	%Men	%Women
None	45	44	45
Walk for exercise	40	38	41
Ride a bicycle	17	16	17
Swim	13	16	10
Do calisthenics	13	12	14
Jog	6	8	3
Lift weights	3	5	1
Other	5	6	4

Exercises and School Sports

Participation in school sports	Total Public Exercise Habits %Exercise Now	 %Do Not Exercise Now
More than one sport	68	32
One sport	54	46
No sports	47	53

About Half of the People Who Walk for Exercise Say They Do So Fairly Regularly

Over half the people who say they walk for exercise claim to walk daily or at least one to two times a week. Often the period of exercise lasts more than 20 minutes.

People who do calisthenics also tend to do them on a regular basis but, not surprisingly, for a shorter period of time than is the case with people who walk.

Bike riding and swimming are about evenly distributed in terms of frequency, and a number of people who ride or swim report exercise periods of over 20 minutes.

Frequency and Duration of Exercise

	Total Public					
	Walk	Ride Bike	Swim	Calisthenics	Jog	Lift Weights
% Asked	40%	17%	13%	13%	6%	3%
Daily or almost every day	22	3	2	6	1	1
3-5 times a week	6	3	2	3	1	1
1-2 times a week	7	5	4	2	2	1
A few times a month	2	3	3	1	1	*
About once a month	1	1	1	*	*	*
Less than once a month	1	1	2	*	*	*
Not reported	1	*	*	*	*	*
1-10 minutes	2	1	*	3	2	*
11-20 minutes	7	3	1	5	1	1
21-30 minutes	11	6	2	3	1	1
31 minutes or more	18	6	8	1	1	1
Not reported	2	1	1	1	*	*

Among the General Public, Those Who Have Participated in School Sports Are More Likely to Be Exercising Now Than Those Who Did Not Participate in School Sports

This pattern holds for all the exercises shown here.

"Which, if any, of these exercises are you now doing?"

	Participation in School Sports		
	%More Than One	% One	% None
Walk	46	40	35
Ride a bicycle	24	15	12
Swim	22	12	7
Do calisthenics	20	10	9
Jog	10	4	3
Lift weights	5	3	1
Other	7	3	3

9 OF 10 AMERICANS FAVOR SCHOOL PHYSICAL EDUCATION

Physical education frequently is the first subject to get the axe when schools run short of money, but its importance is clearly recognized by the American public. When asked if they felt we should have physical education in the elementary schools, 90% of the men and women polled answered "yes." Only 4% were flatly opposed to p.e.

Support for physical education in the secondary schools and in college is slightly higher at 91%.

Of the 76 million adult Americans who have had physical education, more than 65 million think it was beneficial. Approximately 1.1 million persons think p.e. was "bad" for them. Another 9.8 million feel it "made no difference," or they have no opinion on the subject.

Similarly, People Who Took Physical Education Are More Likely to Exercise Now Than Those Who Did Not Participate in Physical Education

"Which, if any, of these exercises are you now doing?"

	Participation in Physical Education	
	%Yes	%No
Walk	43	33
Ride a bicycle	21	6
Swim	17	4
Do calisthenics	16	4
Jog	7	2
Lift weights	3	2
Other	5	3

More than 18 million American men and women ride bicycles for exercise.

City Size and Exercise Habits Are Not Strongly Related

People living in metropolitan areas are somewhat more likely than those in nonmetropolitan areas to walk or swim for exercise. However, the overall pattern of exercise habits does not differ meaningfully from nonmetropolitan to metropolitan areas.

"Which, if any, of these exercises are you now doing?"

	City Size	
	%Nonmetropolitan	%Metropolitan
Walk	35	41
Ride a bicycle	16	17
Do calisthenics	10	14
Swim	7	15
Jog	6	5
Lift weights	3	3
Other	3	5

Exercise Habits May Be Related Somewhat to Weight Change

There is some tendency for people with steady weight (since age 21) to engage in exercises to a greater extent than those who have gained or lost weight. In some cases this may reflect a desire to maintain a steady weight; in other cases it may be more a function of age--the younger age groups are those more likely to have a steady weight.

"Which, if any, of these exercises are you now doing?"

	Weight Change		
	%Gain	%Steady	%Loss
Walk	38	43	37
Ride a bicycle	13	21	17
Swim	10	17	12
Do calisthenics	10	17	11
Jog	4	8	5
Lift weights	2	4	4
Other	4	5	5

On Balance, There Is No Clear Relationship Between Smoking and Exercise

Although there are some differences between smokers and nonsmokers in terms of walking for exercise and swimming, the overall exercise pattern indicates no meaningful differences.

"Which, if any, of these exercises are you now doing?"

	Smoking Habit		
	%Current Smoker	%Quit Smoking	%Never Smoked
Walk	36	45	41
Ride a bicycle	17	16	17
Swim	16	14	9
Do calisthenics	12	13	13
Jog	5	7	5
Lift weights	3	3	3
Other	5	5	4

COMMERCIAL HEALTH SPAS ATTRACT SURPRISINGLY FEW

Ads for commercial health spas are a regular feature in almost every major newspaper. The ads usually show attractive men and women (especially women) clustered around a pool, and they list a wide range of exercise equipment and facilities available for use by members. Despite the apparent growth of such clubs, only 3% of American adults participate in the kind of body-building, slimnastics and conditioning programs run by the spas, as well as by YMCAs and some community agencies.

ONLY 1 OF 5 ADULTS HAS BEEN TOLD BY PHYSICIAN TO EXERCISE

When asked, physicians are among the most enthusiastic advocates of proper exercise as a form of preventive and remedial health care. However, many doctors apparently do not feel they know enough about exercise to prescribe it for their patients, or they simply are so busy that they don't take time to do so.

Four of every five adult Americans say they have never been advised by a physician to exercise. Of those who have been told to exercise, one in five say they have only been advised to do therapeutic exercise (i.e., exercises designed to rehabilitate an injured limb, or to strengthen the abdomen after surgery).

When medical doctors do prescribe exercise, their instructions tend to be rather mild and general in nature. Half of the persons advised to exercise say they were told to walk, and one-sixth report they were advised to do calisthenics. Another one-sixth say the kind of exercise was not specified.

As might be expected, overweight persons are more frequently urged to exercise than are their slimmer peers. Somewhat more surprising, in view of recent mortality trends, is the fact that more women (21%) than men (17%) are told to exercise.

The survey indicates that most Americans still take the doctor's advice seriously. Of all the persons who are exercising regularly, one-fourth have been told to do so by their physicians. However, some people just won't listen. Among those Americans who don't exercise regularly, one-seventh have been advised by their doctors to do so.

Only a Little Over Half of the General Public Feel They Get Enough Exercise

The data show that while many people feel they do not get enough exercise (40%), more say they do get enough (57%). The percentage of people saying they do not get enough exercise translates to about 44 million people.

In particular, the older respondents are more inclined to say they get enough exercise than are the younger respondents.

Amount of Exercise

"Do you feel that you get enough exercise or not?"

	%Get Enough	%Do Not	%No Opinion
Total public	57	40	3
Men	61	37	2
Women	54	43	3
22 to 29 years old	46	52	2
30 to 39	49	49	2
40 to 49	53	45	2
50 to 59	62	36	2
60 or older	71	25	4
Exercise now	53	46	1
Do not exercise now	63	33	4

Most People Who Exercise Do So for Reasons Related to Health

Among those people who exercise, a number say they exercise for good health, to lose weight (primarily among women) and because they feel exercise is generally a good thing. Some respondents also find exercise enjoyable.

Those people who do not exercise (45%) were asked why. Their reasons include: not enough time (13%); they feel they get enough exercise by working (11%); there are medical reasons (8%); and age (5%).

Reasons for Exercising

"What are some of the reasons why you exercise?"
(Asked only of those who exercise)

	Total Public	Men	Women
% Asked	55%	56%	55%
For Good Health: good for my heart; to keep in shape; to stay in good physical condition; I can breathe better	23	26	20
Good For You in General: makes me feel better; good for me; I feel like it's good for me	18	8	12
To Lose Weight: to keep slim; I like to keep my shape; I'm a little on the heavy side; to flatten my stomach	13	9	17
Enjoyment: I like doing it; for pleasure and relaxation; for recreation	12	13	11
Doctor Told Me to	3	4	3

II. PHYSICAL EDUCATION

Most People Have Taken Physical Education at Some Time While They Were in School

About three-fourths of the general public report having taken physical education and there is little, if any, difference between men and women. Note, however, that age is a factor, probably reflecting the increasing incidence of physical education programs in our school systems. Nearly everyone under 40 has had p.e. classes. This proportion drops to under half among those 60 years old or over.

As might be expected, participation in physical education depends somewhat on the amount of time spent in the educational system. Those who do not finish high school are less likely to have taken physical education classes than are those who have attended college.

Physical Education

"Did you ever take physical education or gym class while you were in school?"

	%Yes	%No	%Not Reported
Total public	71	28	1
Men	70	29	1
Women	71	28	1
22 to 29 years old	93	7	*
30 to 39	89	10	1
40 to 49	74	25	1
50 to 59	67	32	1
60 or older	39	58	3
High school incomplete	45	53	2
High school complete	87	12	1
Some college	93	7	*

High Schools Appear to Have Been More Involved in Physical Education Than Were Lower Level Schools or Colleges

Over half of the total public say they had physical education in high school. Among those who completed high school or went to college, the proportion taking physical education in high school is about 80%. This incidence of classes in high school is higher by at least 20 percentage points than the incidence in elementary school, junior high or college.

Physical Education

"Were these classes in elementary school, junior high, high school, or in college?" (Asked only of those who had physical education or gym class in school)

	% Asked	% Elementary	% Junior High	% High School	% College	% Not Reported
Total public	70	36	42	57	12	1
Men	70	36	41	56	14	1
Women	71	35	42	56	9	1
22 to 29 years old	93	47	68	85	20	*
30 to 39	89	45	62	76	15	1
40 to 49	74	37	43	63	11	*
50 to 59	67	32	34	46	8	2
60 or older	39	22	14	23	6	1
High school incomplete	45	26	25	22	0	1
High school complete	87	37	51	80	0	1
Some college	93	51	60	86	52	*

"All Four," a permissible answer category, has been added to the results for elementary, junior high, high school and college.

Most People Who Have Taken Gym Classes Feel That Physical Education Is Beneficial

Among the 70% of the general public who have taken physical education, a strong majority say it was good for them. Only a few say it made no difference and almost no one believes gym classes were detrimental.

Effects of Physical Education

"Do you feel that gym classes were good for you, bad for you, or didn't it make any difference?" (Asked only of those who had physical education or gym class in school)

	% Asked	% Good	% Bad	% No Difference	% Don't Know
Total public	70	60	1	8	1
Men	70	62	1	7	1
Women	71	59	1	10	1

There Is Strong Support For Physical Education at All Grade Levels

Majorities of both men and women feel that people should have physical education in school. This support is across the board and comes from all subgroups. Only a few people in any age, economic or social class say people should not have physical education.

Should People Have Physical Education?

"Do you feel that most people should have physical education in elementary school or shouldn't they?"

"Do you feel that most people should have physical education in junior high, senior high, or college or shouldn't they?"

	% Total Public	% Men	% Women
Elementary school			
Yes	90	89	90
No	4	5	3
Makes no difference	4	4	4
Other/no opinion	2	2	3
Junior high, senior high, or college			
Yes	91	91	90
No	2	2	2
Makes no difference	4	4	4
Other/no opinion	3	3	4

SCHOOLS, CLUB PROS PROVIDE MOST SPORT SKILLS INSTRUCTION

Despite America's leisure boom, formal skills instruction in the participatory sports still is not widespread. One in five adults has taken swimming lessons, and one in seven has had instruction in bowling, but there is no other sport in which as many as 10% of the adult men and women have been taught by an instructor.

Of those persons who have had formal skills instruction, most say they received it at school, or from a club professional (golf, tennis, skiing, etc.). YMCAs and community recreation programs are a major factor in providing instruction only for the sport of swimming. Surprisingly, only about 11% of the persons who have had tennis lessons say they took them as part of a recreation department program.

III. SPORTS PARTICIPATION

Among Men There Is a Fairly High Degree of Participation in School Sports; Women, However, Are Less Active

While most women have taken physical education, there was apparently little opportunity or interest in participating in competitive sports. A majority of women (60%) say they did not complete in a team sport while in school. Men, on the other hand, are far more likely to have been on a sports team. The top mentioned sports are:

- Baseball
- Basketball
- Football
- Track and field

Also, a person who engaged in one sport is quite likely to have engaged in at least one other.

Participate in	%Men	%Women
Two or more sports	46	25
One sport	16	15
No sports	38	60

From a slightly different standpoint, 74% of the men and 63% of the women who have participated in any sport did so in two or more sports.

Also, as was the case with physical education classes, it is the better educated and higher income people who were most active in school sports. (This could be partly explained by the fact that they were in school more years and thus exposed to the possibility of sports for a longer time.) An example is shown here.

	%Men			
School sports	Less Than High School	High School	Some College	Not Reported
More than one	18	33	48	1
One	37	35	25	3
None	54	26	19	1

Competitive School Sports

"Please tell me which of the sports on this list you have ever participated in on a competitive basis--that is, as a member of an organized school team which played other school teams or teams within the school for as much as a season"

	%Men	%Women
Baseball	37	12
Basketball	32	23
Football	30	*
Track and Field	20	5
Softball	18	12
Volleyball	9	18
Soccer	7	3
Swimming	8	5
Gymnastics	6	6
Bowling	6	4
Wrestling	6	*
Tennis	4	5
Handball	4	2
Golf	2	*
Other	5	3
None	38	60

Among Men, Team Competition Tended to Be With Other School Teams Rather Than Just Within the School

The data indicate that competition between schools, at least for the men, is highest for baseball, basketball, football and track. The other sports are more evenly split, with about equal numbers saying they engaged in interschool sports as say they participated in intramural sports.

For the women, team sports programs for all sports were about equally divided between competition with other schools and competition only within the school.

Interschool vs. Intramural Sports

"Did this team play teams from other schools or only other teams within the school?" (Asked only of those who participated in sports on a competitive basis)

	%Men			%Women		
	Asked	Other Schools	Within School	Asked	Other Schools	Within School
Baseball	37	26	10	12	5	7
Basketball	32	24	8	23	12	11
Football	30	24	6	*	*	*
Track and Field	20	17	3	5	3	2
Softball	18	10	8	12	5	7
Volleyball	9	3	6	18	7	11
Swimming	8	5	3	5	2	3
Soccer	7	5	2	3	1	2
Wrestling	6	4	2	*	0	*
Bowling	6	3	3	4	2	3
Gymnastics	6	2	4	6	1	4
Tennis	4	3	2	5	2	3
Handball	4	1	3	2	1	1
Golf	2	1	1	*	*	*
Other	5	3	1	3	1	1

Competitive Team Sports Programs Appear to Be Strongest at the High School Level

Most people who have participated on a school team did so in high school. This is true of both men and women. Among those respondents who attended college, the incidence of team membership drops after high school.

"Was this in elementary, junior high, high school, or in college?"
(Asked only of those who participated in sports on a competitive basis)

	%Men			
	Asked	Less Than High School	High School	College
Baseball	37	12	22	3
Basketball	32	8	21	3
Football	30	4	21	4
Track and Field	20	3	15	2
Softball	18	5	10	2
Volleyball	9	2	5	1
Swimming	8	1	6	1
Soccer	7	2	4	1
Gymnastics	6	2	4	1
Bowling	6	1	3	1
Wrestling	6	*	5	1
Handball	4	2	2	1
Tennis	4	*	3	1
Golf	2	*	1	1
Other	5	*	2	1

FEW MEN, WOMEN OWN OR USE SPECIALIZED EXERCISE GEAR

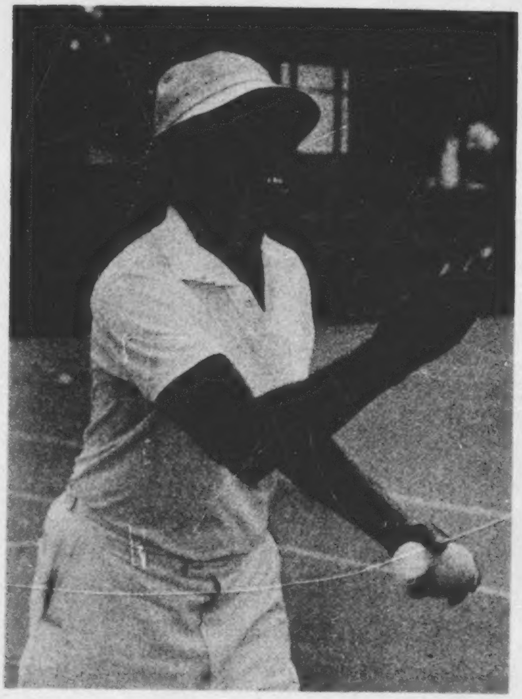
Exercise equipment sales have climbed steeply in recent years, but the market apparently remains wide open. Only 15% of the adult population reports owning specialized gear such as weights and rowing and cycling machines. (Bicycles, sports shoes, balls and items such as golf clubs and tennis racquets were not classified as "exercise equipment" in this survey.)

Weights are the most popular item of equipment, with 7% of the adult population reporting ownership. However, only 3% of all adults say they use weights regularly.

Level of Participation

"Was this in elementary, junior high, high school, or in college?" (Asked only of those who participated in sports on a competitive basis)

	%Women			
	Asked	Less Than High School	High School	College
Basketball	23	5	16	1
Volleyball	18	3	13	1
Baseball	12	5	6	*
Softball	12	4	8	1
Gymnastics	6	*	4	*
Track and Field	5	2	3	*
Swimming	5	1	3	1
Tennis	5	*	3	1
Bowling	4	*	3	1
Soccer	3	1	2	*
Handball	2	*	1	*
Football	*	*	*	*
Golf	*	*	*	*
Wrestling	*	0	*	0
Other	3	*	2	*



Tennis is one of the few sports which the participants play regularly.

Very Few Respondents Report Participation in Competitive Sports at the Present Time

The only sport with any drawing power in terms of participation on a competitive basis is bowling. About one person in 10 says he belongs to a bowling team. The remaining sports show very few people engaging in them on a competitive basis.

The incidence of participation in sports increases somewhat when noncompetitive recreation is considered. Here swimming and bowling are the most popular sports.

As the data below show, individuals who participated in school sports are more likely to be participating in noncompetitive sports now than are individuals who did not participate in school.

	%Total Public	
	Participation in Noncompetitive Sports at the Present Time	
Participation in School Sports	One or More Sports	No Sports
More than one sport	52	46
One sport	31	68
No sports	24	75

Competitive and Noncompetitive Sports at Present Time

"Which of these sports have you been playing on any competitive basis during the past 12 months--that is, as a member of an organized team?"

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in or participated in during the last season on a noncompetitive basis--that is, either by yourself, or with friends?"

	Competitive Sports		Noncompetitive Sports	
	%Men	%Women	%Men	%Women
Bowling	8	9	11	12
Softball	6	2	6	3
Golf	4	1	9	4
Baseball	2	1	6	3
Basketball	2	*	6	2
Volleyball	1	1	4	4
Swimming	1	*	17	17
Tennis	1	*	5	5
Football	1	*	5	1
Handball	*	*	2	1
Gymnastics	*	*	1	2
Soccer	*	*	1	*
Track and Field	*	*	1	*
Wrestling	*	*	1	*
Water Skiing	#	#	4	2
Snow Skiing	#	#	2	2
Other	1	1	6	5

#Not asked

As Mentioned Earlier, People Who Participated in School Sports Are More Likely to Be Participating in Noncompetitive Sports Now Than Are People Who Did Not Participate in School Sports

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in or participated in during the last season on a noncompetitive basis--that is, either by yourself, or with friends?"

	Participation in School Sports		
	%More Than One	% One	% None
Swimming	26	14	11
Bowling	17	7	9
Golf	11	5	4
Tennis	8	5	3
Basketball	8	3	2
Baseball	7	3	3
Softball	7	3	3
Volleyball	7	3	3
Water Skiing	7	2	1
Football	6	2	1
Snow Skiing	5	2	1
Handball	3	1	1
Gymnastics	2	*	1
Wrestling	2	*	*
Track and Field	1	*	*
Soccer	1	0	*
Other	5	3	3

People Who Took Physical Education Are More Likely to Participate in Noncompetitive Sports Now Than Are Those Who Did Not Take Physical Education

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in or participated in during the last season on a noncompetitive basis--that is, either by yourself, or with friends?"

	Participation in Physical Education	
	%Yes	%No
Swimming	22	4
Bowling	15	4
Golf	8	2
Tennis	7	1
Volleyball	6	1
Baseball	5	2
Softball	5	1
Basketball	5	*
Football	4	1
Water Skiing	4	*
Snow Skiing	3	*
Gymnastics	2	1
Handball	2	*
Track and Field	1	*
Wrestling	1	*
Soccer	1	0
Other	4	1

Swimming is the second most popular participatory sport among American adults.

FEW OLDER ADULTS TAUGHT HOW TO SWIM

America clearly is No. 1 in swimming, whether it is judged by the number of people who swim, by the number of pools it has, or by the achievements of Mark Spitz and his teammates at the 1972 Olympic Games. Nevertheless, we aren't as much at home in the water as most of us probably believe. Only 21% of American adults have had formal swimming instruction, and the figure is only 7% for men and women aged 60 years and over.

America's swimming boom, of course, has been a relatively recent phenomenon. Among men and women aged 22 to 29 years, 39% have had swimming lessons, and the figure is 29% for persons in the 30-to-39 age bracket.

The incidence of instruction in swimming also correlates closely with education and income. Of those persons who have attended college, 44% have taken swimming lessons, and the figure is 34% among those whose families have incomes of $15,000 or more.

There Is Little, if Any, Meaningful Relationship Between City Size and Participation in Noncompetitive Sports

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in ***or*** *participated in during the last season on a* ***noncompetitive*** *basis--that is, either by yourself, or with friends?"*

	City Size	
	%Non-Metropolitan	% Metropolitan
Swimming	11	19
Bowling	8	12
Golf	4	8
Baseball	4	4
Volleyball	4	4
Tennis	3	6
Basketball	3	4
Softball	3	4
Football	3	3
Water Skiing	3	3
Snow Skiing	2	3
Handball	1	2
Gymnastics	1	2
Soccer	1	1
Wrestling	1	1
Track and Field	*	1
Other	3	4

Participation in Sports Is Associated, Though Not Strongly, With Steady Weight, as Opposed to Gains or Losses

Weight change is determined by the relationship of present weight to weight at age 21. As might be expected, older people tend to gain weight rather than remain steady or lose weight. Thus, it is probably the relative youthfulness of the "steady" group in the table below that accounts for their greater-than-average participation in certain of the sports shown.

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in or participated in during the last season on a noncompetitive basis--that is, either by yourself, or with friends?"

	Weight Change		
	%Gain	%Steady	%Loss
Swimming	12	23	16
Bowling	8	15	13
Golf	5	8	7
Tennis	3	8	6
Baseball	3	6	3
Softball	3	6	3
Volleyball	3	6	3
Basketball	2	5	5
Football	2	5	4
Water Skiing	2	4	4
Gymnastics	1	2	3
Handball	1	2	1
Snow Skiing	*	5	1
Wrestling	*	1	2
Soccer	*	1	1
Track and Field	*	1	*
Other	3	4	5

Smoking Habits and Participation in Noncompetitive Sports Do Not Appear to Be Related to Each Other

"Looking at this card, please tell me which of these sports (other than the ones you already mentioned) you now participate in or participated in during the last season on a noncompetitive basis--that is, either by yourself, or with friends?"

	Smoking Habits		
	% Current Smoker	% Quit Smoking	% Never Smoked
Swimming	19	18	15
Bowling	14	9	10
Golf	7	8	5
Tennis	5	6	5
Softball	5	4	4
Baseball	5	5	3
Basketball	5	5	3
Volleyball	4	4	4
Football	4	3	3
Water Skiing	4	2	3
Snow Skiing	3	1	2
Handball	1	2	1
Gymnastics	1	1	2
Wrestling	1	1	1
Track and Field	1	1	*
Soccer	*	*	1
Other	4	4	3

IV. PUBLIC INFORMATION ON PHYSICAL FITNESS

Many People Say They Have Heard or Seen Information About the Importance of Physical Fitness and Sports

Six in 10 of the general public claim awareness of recent physical fitness advertising. About one-third, however, say they have not seen or heard any recent information.

Awareness of information about physical fitness is higher in the upper income groups than in the lower. Note, however, that it is the groups who are most aware of physical fitness information that are the most physically active.

Physical Fitness Information

"Have you seen or heard any information recently about the importance of physical fitness and sports?"

	%Yes	%No	%Don't Know
Total public	61	37	2
Men	63	35	2
Women	59	39	2
Family income:			
Under $5,000	45	51	4
$5,000 - $6,999	57	41	2
$7,000 - $9,999	59	38	3
$10,000 - $14,999	70	29	1
$15,000 or over	73	25	2

Appendix N

Excerpt from Criteria for Evaluating School-Community Recreation Services.
California State Department of Education

INTRODUCTION

California schools, in addition to providing formal education, have a long history of rendering other services to the community. One of these services has been in the area of recreation. Educators and the public have viewed such service as an extension and enrichment of the learning processes as well as providing for maximum use of facilities and personnel during out-of-school time.

The public schools, either individually or in cooperation with communities, have traditionally provided these services. Representatives of agencies, when planning such recreation services, need to study successful patterns and proven criteria in order to establish the best possible type of recreation program for each community. This document provides such criteria.

The expanding population in California has challenged California schools and communities to: 1) initiate many new recreation services; and 2) improve and upgrade existing programs of recreation. Increased costs of land and equipment along with a rise in other community financial obligations have necessitated a pooling of resources by many of the schools and the cities in order to provide recreational services.

Patterns of Recreation

School-community recreation is generally regarded as those recreational activities and interests which are provided, or sponsored through contractual agreement by the public schools and the municipal recreation agencies in the community. It utilizes both school and nonschool facilities and resources.[1] Patterns of administration vary in local areas, for example: a) in some communities, school districts provide all recreation services for the schools and community; b) in other communities, school districts give leadership to recreation for school-aged children only; c) in certain communities municipal agencies carry on the total program with little help from the schools; and d) one of the prevalent patterns in California is for school districts and municipalities to jointly, through contractual agreement, cooperate in providing recreational services.

Agencies and organizations sharing responsibility in school-community recreation may include public and/or private schools, park and recreation departments, voluntary agencies, religious organizations, industry, service and civic groups, fraternal organizations, commercial establishments, and patriotic groups. However, most California programs are provided by the public schools, municipal or county park and/or recreation departments, and the voluntary agencies - or a combination of these. The contributions of these agencies should complement each other.

---

[1] The Roles of Public Education in Recreation, Burlingame, California; AHPER, 1960

Recreation can vary in form from vigorous physical activities to quiet relaxing interests of a cultural, creative, or aesthetic nature. It can enrich life, relax nervous and physical strain, release energy and pent-up emotions, develop skills and appreciation, and provide knowledge.

The school-community recreation program should provide opportunities for people of all age levels and both sexes and cover a wide range of interests. It should enable a person to enjoy activities alone, or to develop qualities of group association and leadership.

Legal Basis for School and City Recreation and Parks

Permissive and enabling legal authority as directed by the California State Legislature has given impetus to school-community recreation. The foremost important legal provisions for these programs are briefly outlined in the following section:

Laws Relating to the Civic Center Community Recreation Act

The Civic Center Law enacted in 1917 provides for the establishment of a civic center at each and every public school building and its grounds where groups of citizens may hold meetings and engage in supervised recreational activities. (Education Code Sections 16551-16566)

The Community Recreation Enabling Law enacted in 1939 defines recreation and states the purpose of community recreation. It authorized cities, counties and public school districts to organize, promote and conduct such programs of community recreation as will contribute to the general education and recreational objectives and authorizes school districts to use buildings, grounds and equipment for such purposes. (Education Code Sections 16651-16664)

The Joint Exercise of Power Act of 1949 gives further clarification of powers particularly as they relate to cooperative administration of authority over joint recreation programs such as a school-community venture. (California Government Code Sections 6500-6512)

Community Services Tax Law enacted in 1951 and revised in 1959 and 1961 authorizes:

1. Elementary schools, high schools and junior college districts to levy beyond educational tax limits a tax of five cents per one hundred dollars of assessed valuation to support community recreation, and
2. Unified school districts may levy the same five cent tax for each educational level they represent not to exceed fifteen cents if the district administers the elementary, secondary and junior college educational programs. (Education Code Section 20801)

Government Code Title 4 Government of Cities--

Section 40401 provides that:

> " . . . the legislative body may expand the ordinary annual city income to pay all or part of the cost of work to:
>
> " . . . (b) Acquire by purchase or otherwise land for squares, parks, playgrounds, and places within the city and improve, equip, and maintain them.
>
> " . . . (c) Cause shade trees to be planted, set out, and cultivated in them."

Section 43068 provides that:

> "Unless a majority of the city electors voting at an election held for that purpose are in favor of it, the annual property tax shall not exceed one dollar ($1) on each one hundred dollars ($100), . . . exclusive of such tax as may be necessary to pay the costs of park and recreation facilities . . . (As amended by Stats. 1955, Ch. 1176 and Stats. 1963, Ch. 282.)"

No criteria presently available will lend themselves to all situations n every community. Each community has different problems that call for pecific solutions. However, this document will serve as a model of basic examples of good practices.

Consultative help regarding the use of the criteria and in surveying and studying recreation services and facilities in schools and communities is available through the California State Department of Education; Bureau of Health Education, Physical Education and Recreation; and also the Bureau of School Planning.

INFORMAL STATEMENTS ON CERTAIN STATE PROGRAMS

3. [illegible]

I. [illegible] attached

II.

III. The curriculum at all levels is primarily two-fold. A brief exercise and instruction period at the beginning of the class and the remainder of the time is spent in sports or activities. As a rule, the higher the grade level, the more competitive the nature of the program. (Activities included in the program may be found in the guides which are a part of this report.)

IV. Lip service is given to the fact that physical education is an interdisciplinary subject, but most of the programs do not adhere to such a program.

There are very few away-from-school programs in Alabama, but there is more attention being given to the physically and mentally handicapped recently due to increased efforts by those in the area of special education. Growing from this effort, of course, is an extensive Special Olympic Program in our state.

Adopted by the Alabama State Board of Education
in its meeting on April 9, 1973 in Montgomery

APPROVE REVISION OF STANDARD RELATING TO HEALTH AND PHYSICAL EDUCATION

WHEREAS, the standards for health and physical education as approved by the State Board of Education resolution dated October 20, 1967, provided for certain exemptions to the requirement for physical education in the upper grades; and

WHEREAS, exemptions to the physical education requirement are equally justified in other curriculum areas; and

WHEREAS, confusion exists in the interpretation and implementation of these exemptions:

NOW THEREFORE BE IT RESOLVED, That the Alabama State Board of Education believes in the concept of sound health habits and directs that this concept be emphasized for every student in Alabama each day; and

BE IT FURTHER RESOLVED, That vocational classes extending over two or more class periods per day, area vocational school subjects, R.O.T.C., and marching band may be in lieu of health and physical education in grades 9 through 12; and

BE IT FURTHER RESOLVED, That members of interscholastic athletic teams be granted credit in health and physical education while currently participating in such sports; and

BE IT FURTHER RESOLVED, That no other substitutions are authorized unless written authorization for such substitutions be secured from the State Superintendent of Education.

The ruling of said city or county board is subject to review before the state board and a three-man panel of medical examiners appointed by said board.

Said child may be suspended for so long as said contagious or communicable disease or diseases enumerated above exists, or endangers the pupils attending said school, within the discretion of the examining authorities and boards before mentioned. (1927 School Code, § 619; 1965, 3rd Ex. Sess., p. 264, appvd. Nov. 1, 1965.)

A county board of education may purchase scales, as recommended by a county health department. Rep. Atty. Gen., Oct.-Dec., 1942, p. 43.

Cited in Rep. Atty. Gen., 1936-38, p. 783.

Am. Jur. and ALR references.—47 Am. Jur., Schools, § 189.

Power of municipal or school authorities to prescribe health measures as a condition of school attendance. 93 ALR 1413.

§ 554. **When examination made.**—Each and every child shall be examined before October first in each and every year by the county health officer, and the state superintendent of education shall have blanks printed to be furnished by the county superintendent of education to the various school districts. The county health officer of each county shall make such physical examinations of the school children and he shall secure such assistance from the county board of health as is necessary. All examinations held under this chapter shall be without charge to the child or its parents. (1927 School Code, § 620.)

§ 555. **Physical education required.**—Every public school and private ~~or parochial school shall~~ carry out a system of physical education, the character of which shall conform to the program or course outlined by the department of education. (1927 School Code, § 621.)

This section is unquestionably reasonable, and it touches only matters which are the legitimate concern and responsibility of the state and its agencies. Mitchell v. McCall, 273 Ala. 604, 143 So. (2d) 629.

And it has the coercive effect of law.—The program of education prescribed under this delegated authority is legislative in nature and has the coercive effect of law. Mitchell v. McCall, 273 Ala. 664, 143 So. (2d) 629.

Subject to certain concessions.—A child was not required to participate in exercises which would be immodest in ordinary apparel, nor was she required to wear the prescribed outfit; however, subject to these concessions, she was obligated to attend the course in physical education. Mitchell v. McCall, 273 Ala. 604, 143 So. (2d) 629.

Physical education of school children is required.—Physical education of students in the public schools of Alabama is a recognized and required part of their curricula. Rep. Atty. Gen., 1936-38, p. 3.

Cost of athletic equipment may be paid from school fund.—Obligations incurred by county board of education for athletic equipment to further system of physical education in public schools may be paid from general school fund. Rep. Atty. Gen., 1936-38, p. 261.

§ 556. **Certificate of examination furnished pupil.**—Each child shall be furnished with a certificate of examination, which shall be recorded by the teacher in a record kept for that purpose, the certificate to be returned to the parent or guardian of the child. (1927 School Code, § 622.)

§ 557. **County health officers furnished with certain equipment.**—The state board of health shall supply the county health officers with glass slides and tubes, if necessary, for the taking of specimens, for making blood tests and hookworm tests. (1927 School Code, § 623.)

§ 558. **Tests.**—The state board of health shall have all necessary tests made at the state laboratory upon the request of the county health officer. (1927 School Code, § 624.)

Secondary Course of Study

(Alabama State School Code)

HEALTH AND PHYSICAL EDUCATION

Realizing that mental, physical, and social health is essential to success and happiness of individuals and nations, the Alabama State Legislative Act, Title 52, Section 555, page 222 was passed in 1919 and reads as follows: "Every public school and private or parochial school shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the Department of Education." Therefore, it is imperative that each school provide for the fulfillment of the law, as interpreted by the Attorney General in 1936-38, page 3, by:

1. Planning the program of studies so every student can pursue a course in health and physical education each year.
2. Providing a teacher who has a major or minor in health and physical education.
3. Scheduling the classes so that the length will meet the minimum requirements of the course of study, 50 min/day
4. Allowing for grades 9-12 inclusive, one-[redacted] Carnegie unit of credit each year.
5. Requiring all boys and girls to have at least one physical examination while in junior high school and another in senior high school. The program of health and physical education should then be based on the findings. These findings should be recorded on the cumulative records.
6. Excusing no student from health and physical education. A modified program should be provided for those unable to take the regular program.

Assigning students to classes by grades if possible. If grouping is necessary, consideration should be given to grades 7-8, 9-10, 11-12.

8. Scheduling the number for each health and physical education class not to exceed 60.

9. Having first-aid materials and a qualified teacher at all times.
10. Making provisions for health and physical education through the regular school budget and allocating adequate funds for personnel, supplies, and equipment necessary for a well-rounded health and physical education program.

Because of the nature of these subjects, health instruction and physical education should be considered together in planning the daily class schedule for any high school. Since all students are required to take physical education, this is the most logical area for health to be taught. Some health instruction is now being given in junior high science, biology, and home economics. It would be advisable for the teachers of those subjects to have a pre-school conference with the physical education staff so as not to duplicate subject matter.

Education is a growth process and a student should receive experience in health, citizenship training, the basic skills of communication, economic understanding, knowledge of family life, moral and spiritual insights, and aesthetic learning so as to fill his place in the world effectively.

PHYSICAL EDUCATION

The purpose of physical education in the school program is to aid the development of the student to his fullest potentialities in physical growth, neuromuscular development, emotional control, and social awareness. It should provide opportunities to acquire skill in a variety of activities, develop leadership and followship, and should be conducted to give a sense of achievement and enjoyment through participation.

Specific Objectives'

Organic Vigor is indicated by the normal functioning of the heart, lungs, sense organs, glands, digestive system, nervous

ALABAMA
Elem. Course of Study

PHYSICAL EDUCATION, HEALTH, AND SAFETY

PHYSICAL EDUCATION

Introduction

Physical education has the same general goals as all education: the optimum development of each individual so that he may lead an enriched and abundant life. It has a unique contribution to make toward achieving desirable outcomes such as, learning how the body works, creativity in motion, interacting between the individual and the group, and acquiring competence in motor skills. It is a major source for physical fitness. Recess or lunch time activities should not be substituted for the daily physical education program. A minimum daily instructional period of at least thirty minutes is required by Alabama State Law.

Purposes

Physical education in the elementary school is concerned with providing learning experiences that develop:

1. Robust, vigorous, strong children with endurance, strength of musculature, good body coordination and play skills
2. Self-confident, happy children, secure in the knowledge that they are accepted as individuals, free from fear and tension and well-adjusted in their environment
3. Considerate, cooperative and friendly children — respecting the rights and feelings of others
4. Children who are self-reliant, self-directed, growing in their willingness to share ideas and equipment, and are dependable and honest in their relations with others
5. Children who will grow in their desire to gain physical skills so that they may be healthy and effective adults
6. Children who recognize physical education as an important phase of the curriculum

Program of Instruction

Since physical education contributes to the total growth, development, and adjustment of all children, it is an essential part of the elementary school curriculum. The program should contain: (1) Appraisal of fitness, (2) basic movement, (3) conditioning exercises, (4) games, contests, and relays, (5) playground apparatus and stunts, (6) recreation games, (7) rhythmic activities, (8) lead-up games for sports, and (9) track and field activities. Some schools may go beyond these and offer instruction in (10) acquatics (11) gymnastics and other activities if adequate staff and facilities are provided. A brief description of the eleven phases of physical education for the elementary school follows:

Appraisal of fitness refers to evaluation of motor performance and the customary daily observation of the child for deviations from normal. It is suggested that approximately one week during the first and last months of the school year be devoted to the appraisal of fitness, with daily observation being used throughout the year.

4. Methods

The attached addendum describes the philosophy of physical education in Alabama, and these and additional concepts are included in the goals and objectives of the physical education guides. The exact program determination, technique, etc., is left to the local school system and the individual teacher. Naturally, this causes a great deal of variation, but this is as it should be.

Evaluation of physical education is very similar to other subjects in that testing (both physical and mental), accomplishment or achievement, participation, attendance, etc., are usually considered. Check sheets for self-evaluation and some competency-based evaluation is also utilized in the program.

9. Having first-aid materials and a qualified teacher at all times.
10. Making provisions for health and physical education through the regular school budget and allocating adequate funds for personnel, supplies, and equipment necessary for a well-rounded health and physical education program.

Because of the nature of these subjects, health instruction and physical education should be considered together in planning the daily class schedule for any high school. Since all students are required to take physical education, this is the most logical area for health to be taught. Some health instruction is now being given in junior high science, biology, and home economics. It would be advisable for the teachers of those subjects to have a pre-school conference with the physical education staff so as not to duplicate subject matter.

Education is a growth process and a student should receive experience in health, citizenship training, the basic skills of communication, economic understanding, knowledge of family life, moral and spiritual insights, and aesthetic learning so as to fill his place in the world effectively.

PHYSICAL EDUCATION

The purpose of physical education in the school program is to aid the development of the student to his fullest potentialities in physical growth, neuromuscular development, emotional control, and social awareness. It should provide opportunities to acquire skill in a variety of activities, develop leadership and followship, and should be conducted to give a sense of achievement and enjoyment through participation.

Specific Objectives[1]

Organic Vigor is indicated by the normal functioning of the heart, lungs, sense organs, glands, digestive system, nervous system, and muscles. This is evidenced by the presence of clear, sparkling, vital-appearing skin; and the ability to participate in vigorous activity without undue strain.

Normal Symmetrical Growth is the proper distribution of muscle, fat, and bone. Proportioned development of chest, shoulders, hips, arms, and legs should be evident. This normal growth depends on proper glandular functioning, physical exercise, and proper health habits. Special exercises and activities for correcting functional or structural deficiencies should be included in the physical education program on the recommendation of physicians and orthopedists.

Good Posture is an alignment of body parts providing for the best mechanical efficiency of the body, the least expenditure of energy to maintain body positions and perform body movements, the development of the most effective personal appearance, and the placement of the organs conducive to the best physiological functioning.

Strength is the ability to exert force with any part of the body, or the body as a whole, directly through muscular action.

Endurance is the capacity or ability to do an activity continuously over a long period of time without showing undue fatigue.

Power is the ability to use maximum strength and speed in an all-out explosive action. Broad jumping, high jumping, and shot-put would be examples.

Speed is the ability to move the parts of the body fast or quickly.

Agility is the ability to change the direction of the body rapidly and accurately. This action may be illustrated by the ability to spring to the feet quickly, weave through obstacles, vault fences, and other quick movements of the body.

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[1] *Physical Education: Oregon Secondary Schools.* Salem, Oregon: State Department of Education, 1959, pp. 3-5.

Balance means maintaining equilibrium. It is proper weight distribution and body carriage whether moving or standing still.

Flexibility is the ability of the joints of the body to move through its full range of motion.

Relaxation is absence of muscular, mental, and emotional tension. It is the ability to use muscles without straining; and it is the ability to remove tension from muscles when at rest.

Coordination is the working together in harmony of the opposing groups of muscles in the body in the performance of an activity.

Policies of Administration

For a program to be successful it must have good administration and organization within the school and the class itself. There must be a close working cooperation between the principal and the teachers. The program should be planned so that every student may have the opportunity to realize the objectives of the program.

1. The accreditation standards of the State of Alabama should be adhered to as outlined in the first paragraph of the standards.
2. R.O.T.C. courses, marching band courses, and drill team exercises may be substituted for the physical activity phases of physical education at the proper grade levels.
3. Students in physical education should be classified by age, weight, and height, if in same grade level, and by grades in classes that have more than one grade level. This provides for individual needs and promotes fair competition. The same grade level is highly important for sequential lesson planning in health instruction.
4. All students in public schools should have a health examination periodically by a qualified physician and the results recorded on a permanent cumulative health record. It is desirable to have an annual examination, but for practical purposes a student should be examined at least every three years.

5. A program of physical education should be worked out for every student from a letter sent to the family physician to check the permissible activities that are listed on the form letter.
6. A grading system comparable to that used by the school as a whole is the most desirable way to evaluate a student's progress in the physical education class. Grades for physical education should receive the same consideration as far as the student's progress is concerned as any other course in the curriculum. It is recommended that the following items be considered in determining grades:
    - a. Skill in performing specific activities
    - b. Knowledge of history and rules of activities including strategy
    - c. Social attitudes such as cooperation, sportsmanship, leadership, followship, meeting class standards
    - d. Posture and other hygienic practices
7. It is recommended that all students dress out in appropriate uniforms and that showers be taken following physical activity. Schools should make arrangements for towel service to assure good health practices.
8. If a school does not have a gymnasium, an adapted program should be planned and equipment supplied to meet these conditions. If a gymnasium is available, this facility should be used for community-wide activities, thereby making the citizens of the community aware of the broad educational value of this facility. Every effort should be made to arrange for the gymnasium and outdoor play facilities to be used in the summer as a recreational facility.

7. Facilities and equipment

Compared to other states, Alabama does not have adequate equipment nor indoor facilities in its public schools. The junior high and high schools have average facilities, but they are usually crowded when it is necessary for both the boys and girls to be in the gymnasium at the same time. The elementary schools do not have a gymnasium, a qualified physical education teacher, nor adequate equipment. During the past ten years, giant strides have been taken to overcome these deficiencies. Although much has been accomplished, much is yet to be done.

On the positive side, Alabama colleges have excellent facilities, equipment, and adequate outdoor space. Our elementary, junior high, and high schools have adequate outdoor areas and playing fields. The students can go out for the majority of the school year, but lack of indoor facilities is a definite hazard to the physical education program and does not allow certain activities to be included in the curriculum.

9. Evaluation

See attached checksheets used in our state for self-evaluation and as guidelines for evaluating programs for State and Southern Association accreditation.

B. SPORT IN THE SCHOOLS

1. Aims and objectives

Interschool athletics should be an integral part of the total physical education program. The welfare of the participants should receive first consideration in all activities and there should be no emphasis on winning-at-any-cost. Continuous effort should be made to help parents and friends appreciate and understand the importance of operating a sound program.

Organized interschool competition for girls should be conducted on the basis of accepted standards for girls and women's sports (National Association for Girls and Women in Sport). This competition should be the outgrowth of a broad intramural program. Women teachers should coach and officiate girls interscholastic sports.

2. Structure, organization, administration, contents

Extra-class activities should be provided for and financed by local boards of education. School administrators should insure ample opportunity for all students to participate in individual, dual and team sports, and other suitable physical activities. School transportation should be provided when needed. Extra class activities should be administered by school officials, but community facilities and resource people should be utilized whenever the program can be improved through such measures. Extra-class competition should be as equal as possible based on the age, skill, size, and strength of participants. Schools have a basic responsibility to help the community develop awareness and understanding of the recreational needs of its youth and adults. Schools should provide planned experiences beyond the classroom, including outdoor education, in order to insure maximum articulation between learning and recreational activities opportunities for children, youth, and adults to participate in a variety of the physical,aesthetic, cultural, and social aspects of recreation should be provided under school auspices.

a. Policies should be established to protect pupils from injury or over-participation.

b. Health examinations should be a prerequisite for participation in vigorous activity.

c. There should be liability and accident insurance coverage for all students.

d. The program should be financed by the local boards of education with funds accountable through the general school budget.

e. The ratio of financial support for the mens' and womens' programs should be sufficient to provide equal opportunities for the women, not necessarily equal dollar outlay.

f. Administrative functions for scheduling, organizing, and conducting of sports programs for boys and girls should be equal.

g. Coeducational programs should be integrated by the Title IX guidelines within three years in high schools and post secondary schools.

h. There should be no ratio of male and female participants [illegible] opportunity should be given to all who want to participate regardless of sex.

i. Sports programs should be voluntary since they are classified as extra-curricula activities.

j. The ratio of sports activities for men and women should be guided by their interests and as many activities as feasible should be offered.

k. Men and women physical education teachers should have equal responsibilities in regard to instruction, supervision, and coaching.

l. Recognition of success in athletics should be the same as other outstanding recognitions in the school and awards should be simple, of little monetary value, and provided by schools rather than outside agencies.

m. The championships should conform to the rules set up by the state athletic associations.

n. Different forms of sponsorships to support school programs should be kept to a minimum since they take up so much of the teachers' and students' time in outside-of-school hours.

o. Existing criteria for the selection of recipients of such programs mentioned in (n) should be simple to follow and equitable.

p. Students should not be allowed to adjust their academic programs to schedule competitive sports activities unless the disruptions are kept to an absolute minimum.

3. Personal and professional preparation

Persons who are charged with instructional responsibilities in education organized sports should hold a degree in physical education that qualifies them to coach all sports. A para-professional might have some course work in physical education but not a degree, and will work directly under a qualified physical education major. He or she will be paid a salary and will take orders and carry out assignments designated to them by their supervising teacher. A volunteer can be anyone who has an interest in the program of athletics and gives their services free and are under the supervision of the coach or physical education major that holds a degree. To qualify for a degree, a physical education major should have a total of 24 hours in major study that would include biological and social sciences; such as 8 hours of anatomy and physiology, 10 hours of social sciences (that at least 6 should be in psychology); then electives of 6 hours such as chemistry, speech, group activities, etc. An elementary or secondary sports specialist, and those teaching in institutions of higher learning, supervisors or administrators in athletics, should all have a degree and should work toward a master's degree as soon as possible. For those in a medically related curriculum such as physical therapy, athletic trainer, etc., should have those additional courses besides the regular physical education required courses: Techniques of Athletic Training, Remedial Exercises, Therapeutic Exercises, Adapted and Corrective Exercises, Pharmacology, Histology, Pathology, etc. Those physical education majors who are interested in officiating of major sports should, in addition to their courses, officiate in intramural games, in class sports, and any opportunity that adds to their experiences. Athletic coaches and student trainees should attend any clinics, seminars, etc., that would certify them to better carry out those responsibilities of the athletic program. Courses that could help non-degree coaches in physical education and certify them better to coach are: Medical Aspects of Athletic Coaching, Principles and Problems of Coaching, Scientific Foundation of Coaching, Theory and Techniques of Coaching.

4. Facilities and equipment

Alabama does not now have a state supported pre-school program, with the exception of a few pilot programs. Many of our elementary schools have set up obstacle courses which might consist of balance beams, climbing solid walls, parallel bars, hand walking ladder, rope climbing, large pipe tunnel. There are ropes to climb, large mounds to run up and down, swinging bridges, and other homemade outdoor equipment. Some schools have outdoor paved areas marked for various games, basketball, etc. Some elementary schools have gymnasiums that are well equipped with gymnastic equipment and well marked floors for all kinds of games of low organization. Our high schools have outdoor areas that usually have softball fields, volleyball courts, touch football fields, and often hard surface outdoor basketball courts that also can be used for tennis. Some of our high schools have from one to ten tennis courts and a few schools have a swimming pool on campus or adjoining the school where swimming is taught in May and September. Indoor gymnasiums are usually well equipped with areas for basketball, gymnastics, indoor bowling, table tennis, archery, modern dancing, badminton, indoor golf, etc. All of our high schools have lighted football fields, and in recent years, our 3A and 4A schools have installed tracks, some with all weather hard surfaces.

5. Research

To my knowledge there is no specific research on any phase of sports going on in Alabama at this time. I have consulted with the executive director of the Alabama High School Athletic Association about this and he does not know of any.

6. Evaluation

In evaluating the athletic program, the administrator of the school deals with tangible and intangible items. Measurable items are: the number of participants in each program directly and indirectly involved; the costs in staff time and money; the proper utilization of facilities for all school events; the appropriate recognition of all participants; the relevance of each sport to the individual, his school and society in general; and the carry over values in school and in post-school years.

On the tangible side of the ledger, criteria for measuring program effectiveness are conspicuous by their absence. The development of school spirit is one of the most significant contributions any athletic program can make. It generates a justified sense of pride in the school and a necessary sense of belonging. On the playing field, differences in racial, religious, political, economic, or ethnic backgrounds shrink to insignificance. Spirit remains in the category of the intangible, but it contributes to the overall welfare of the school.

In general, the extent to which there is optimal planning and evaluation is governed to a degree by the personnel and resources in a given school. Several common fallacies exist regarding evaluation:

1. There is a tendency to limit evaluation to those things which can be quantified. Instruments and techniques need to be devised that allow value judgments relative to the attainment of student and teacher goals.

2. Frequent evaluation is viewed as an intermittent or terminal process rather than a continuous one with the emphasis on knowledge acquired. The timing of the process, the quality of the instrument used and the expertise employed are prerequisites of quality evaluation.

3. Too frequently evaluation is done by one person as opposed to a consortium of evaluators functioning throughout the professional experience. Individuals and selected agencies need to work both separately and together in order to gather evidence of adequacy of performance. This includes self-assessment, peer assessment, teacher assessment, and assessment by other qualified personnel.

C. OUT-OF-SCHOOL SPORT

1. Aims and objectives

In general out-of-school sports programs have very little relationship with the public school institutions with the exception of shared utilization of facilities by city recreation departments during after-school hours and weekends. The purpose is to fully utilize the facilities available in a community, offering more opportunity for leisure activities.

2. Structure, organization and administration

The organization and financial support of such programs rests with recreational boards. Programs offered: open recreation, organized competitive events, classes, interest groups, etc.

3. Programmes

Refer to 2.

4. Personnel

This varies from community to community and would include all categories mentioned; ie., specialists, coaches, instructors, and para-professionals.

5. Professional preparation

This varies according to community requirements and qualifications set for these positions.

6. Facilities and equipment

In the majority of communities there are gymnasiums, tennis courts, play fields, and in many instances, a swimming pool is also available.

7. Research

No information available.

8. Evaluation

Organized sports competition usually attract the greatest members of participants.

9. Co-ordination

In many community recreation programs the physical education staff and coaching staffs are hired to administer and carry out the programs, either utilizing the school facilities or recreation facilities or combination of both.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

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STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

1975-76
California Trends in Physical Education and Athletics

Physical Education Trends

More independent study by contract and not under direct supervision of school staff.

More use of community facilities to complement on campus school facilities.

More opportunity for students to choose the activities in which they wish to participate.

Less formal "exercise"--more lifetime sports instruction.

An easing of physical education uniform requirements permitting use of clothing that is "safe and sanitary."

An increase in the number of "physical education resource teachers" at the elementary level.

An emphasis on perceptual motor development programs at the elementary level; a decline of sports, games and rhythms.

Athletic Trends

An increased effort to provide equality for girls in athletics.

Greater emphasis to provide for qualified women to coach girls sports.

Increased programs for training qualified sports officials in girls sports.

A rapid increase in interscholastic competition in soccer for boys.

A renewed interest in school competitive sports programs by high school boys.

A reduction in crowd control problems at school athletic events.

A revolutionary change in grooming and dress regulations by school athletic coaches--more permissiveness.

Continued financial difficulty in properly funding school athletic programs.

Concentrated effort through changes in rules, policy, equipment and training of coaches to reduce athletic injuries.

JJK:mkc
11/75

CURRENT CONDITIONS IN
PHYSICAL EDUCATION AND SPORTS IN FLORIDA

Response to Request for Input for UNESCO
Conference Working Paper

Prepared by: Phil Rountree and
Grey Wilson

A. Physical Education

1. Aims and Objectives

The aims of the primary grades physical education program are to provide experiences designed to permit each student to develop sound basic movement skills, to acquire a positive self concept, to respond to music and to enjoy moving. In the intermediate grades emphases are placed on refining skills, on personal fitness, on specific skills taught through lead up games, on certain team games, and on rhythmic activities. In the junior high schools fitness continues to be a priority and exploratory experiences in a wide range of lifetime sports is provided. Team games are also included. In the senior high schools the primary aim is for students to develop proficiency in one or more lifetime sports of his or her choice. These aims and objectives, briefly delineated, reflect the philosophy of the Florida Department of Education but are not mandates with which school districts and individual schools must comply.

2. Structure, Organization, Administration

a. Administrative Bodies - In Florida, the Governor and the five cabinet members comprise the State Board of Education. These elected officials are the highest regulatory body for education and they establish policy consistent with the statutes enacted by the state legislature. The Board of Regents govern, regulate, coordinate and oversee the state university system. This nine member board is appointed by the Governor with each member serving a nine year term. Florida has sixty-seven counties and each county is a single school district. Each has an elected school board. A large majority of these boards consist of five members but a few counties, as a result of special legislative acts, have seven members. Seventeen Florida counties have school superintendents appointed by the Board whereas in the other counties the position remains an elective one. (See enclosure #1)[1]

b. Levels of Instruction - The Florida Department of Education, which provides technical assistance and supports services to Florida's sixty-seven school districts, is organized with a Division of Public Schools K-12; a Division of Vocational and Technical Education; a Division of Community Colleges; and a Division of Universities.

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[1] All enclosures referred to may be found in United States of America File #2.

c. Types of Instruction - Public schools can qualify for additional funds to support programs for both the physically and mentally handicapped. In addition, there are: a state school for the blind and deaf, retardation centers, and corrective institutions with educational programs. The programs of physical education in these special institutions are minimal and inadequate.

d. Financial Support - Public school education cost in Florida is supported by: federal funds 9%; state 57%; district 34%. ESEA Title III funds have supported demonstration center projects which have greatly enhanced physical education programs in Florida. (See enclosures marked #2, Demonstration Centers)

3. Curriculum

a. Number of Hours Required - Florida has no time requirement in the elementary or junior high schools. In the high schools, classes must be either a minimum of 50 minutes daily or an aggregate of 250 minutes weekly.

b. Voluntary or Required - This decision is an option of the local school district except in the high schools. The State Board of Education's requirements for graduation include one unit earned in grade nine and one above grade nine. In the event no credit is earned in grade nine then two credits must be earned above grade nine. Students may be exempt from this requirement only by a recommendation of a medical doctor. Many classes are coeducational.

c. Exercise or Sports Oriented - Florida Accreditation Standards describe programs which districts are encouraged to use as a resource for program planning. (See enclosure #3) Those Standards identified by an "S" are measures of materials, equipment or things. "P" Standards describe actions of the staff, while "X" Standards refer to desirable student outcomes. Schools are encouraged to write performance objectives related to a particular standard. Thus, one standard could be the genesis for many objectives, including emphasis on the cognitive, the affective and the psychomotor domains.

d. Physical Education Integrated and Interdisciplinary - In most schools physical education is scheduled as a separate class. Some integration with other aspects of the curriculum occurs, but only to a limited degree. In many schools programs for the mentally and physically handicapped are inadequate. Where conducted, they are primarily of a diagnostic and prescriptive format.

4. Methods

Teaching styles and techniques vary from program to program and from instructor to instructor. However, the most common descriptors would quite likely be a spiral approach and team teaching. Evaluation consists of measuring individual progress by performance objectives related to particular activities and concepts, by teacher made tests, and national fitness tests. In an effort to individualize instruction, the Florida Department of Education developed forty-four competency packages, "ComPacs". These activities are sequenced on a continuum of objectives which facilitate both individual progression and student tracking. ComPacs are clustered by relationship and we are enclosing the Cluster of Lifetime Sports. (See enclosure #4) Many schools are offering elective programs and providing students varied choices. Station teaching is also widely used.

5. Personnel

Certification is required for physical education specialists. Teachers certified in other disciplines may coach without being certified. Physical education specialists are not usually assigned to teach in other disciplines unless they are certified also in the discipline assigned. Approximately 1200 elementary physical education specialists teach about 60% of the 544,000 elementary age pupils with the classroom teachers responsible for the remainder.

Pupils enrolled in technical education usually receive their physical education instruction at a general education center. The teacher-pupil ratio in elementary schools ranges from 1:30 to 1:80; in junior high, the range is from 1:35 to 1:70 and in senior high, from 1:25 to 1:60.

In Florida, teacher salaries are based primarily on professional preparation and years of experience. Each county formulates its own policy but in no county is there a distinction made between the salary and status of physical education and that of other teachers.

Para-professionals are used in some schools as teaching assistants. They receive inservice training and are paid according to the county's salary schedule. They supervise students practicing skills taught by a professional, demonstrate and officiate. They must work at all times under the supervision of a certified teacher.

There is very little use, if any, made of volunteers.

6. Professional Preparation

Classroom teachers - required to earn three semester hours in an elementary physical education course.

Specialists - must earn 120 hours in approved courses and qualify for a baccalaureate degree. A sample curriculum, Florida State University, is enclosed. (See enclosure #5) Two universities have developed a competency based program.

Supervisory personnel - must hold a Masters degree and have demonstrated proficiency as a teacher.

Instructors at institutions of higher learning - must have at least a Masters degree. Most institutions insist that new employees either have the advanced degree or be working towards it. Most instructors teaching professional preparation courses are holders of the advanced degree.

Florida has 28 state supported community colleges that offer the freshman and sophomore courses. There are nine universities, with four of them including the four academic years, and five which consist of only the third and fourth years. All universities have graduate schools.

Teachers possessing a Rank III Certificate based on a baccalaureate degree must extend their certificates each five years and holders of a Rank II based on a Masters degree must extend their certificate each ten years. This extension can result from earning a minimum of six semester hours or accumulating 120 points by participating in the district's Master In-Service Program. Points are awarded for each hour of satisfactory participation in an approved component designed to enhance a teacher's competencies. They include workshops, clinics, seminars and individualized modules. Some staff activities are required while others are optional. Advanced degrees do qualify teachers in most districts for salary increases and in some cases for professional advancement.

7. Facilities and Equipment

Elementary - most schools have adequate outdoor areas but few schools have functional indoor facilities. Equipment usually available could be categorized as permanently installed apparatus. Some have hard surface areas. Consumable supplies are usually provided in sufficient quantity to permit each class member to be active.

Junior High - same as elementary schools for outdoor. Many of these schools have indoor facilities as a result of either occupying a plant previously used as a senior high school which had a gymnasium or being housed in a new building which includes a physical education teaching laboratory.

Senior High - Most schools have a functional indoor center and own or have access to a sufficient number of outdoor teaching stations including such things as a track, baseball field, apparatus, tennis courts, lifetime sports areas, a stadium, softball fields and developed unobstructed areas. (Refer again to enclosure #2)

Institutions of higher learning have some types of professional libraries while the public schools have access to a limited amount of printed media. Only a few counties or districts have an inventory of non-printed media.

Florida now requires educational specifications be developed before architects draw plans for educational facilities. This policy results in the construction of more functional facilities to meet program needs.

8. Research

Investigations on the fitness levels of boys and girls between the ages of 10-17 were conducted in 1955, 1965 and 1975 by Dr. Paul Hunsicker, University of Michigan. National norms were published and subsequently updated for the test battery. These tests have since been administered throughout the country and the results have often been used to generate interest in and support for programs.

9. Evaluation

Program evaluation is the responsibility of the local school and school districts. Until this year, schools were expected to comply with state accreditation standards but this statute has been repealed. Schools are encouraged to evaluate their programs, analyze the data and modify programs accordingly. Physical education teachers' performances are evaluated annually by the school principal using the same instrument for all faculty members.

Schools are also encouraged to present demonstrations which will interpret physical education to parents particularly and the public generally. Individual achievement is recognized in many schools by means of awards and publicity.

B. Sports in the Schools

1. Aims and Objectives

The interscholastic sports program in Florida is governed by the Florida High School Activities Association, a nonprofit corporation. The Association's membership is made up of the principals of public and private schools, who wish to participate as members.

The aim of this organization is to promote, direct, supervise and regulate all interscholastic activities of high school students (boys and girls) whose principals are members, both athletic and non-athletic. Also, to establish, maintain, and enforce such regulations as may be necessary to assure that all such activities shall be part of and contribute towards the entire educational program of the State of Florida; to cooperate closely with the State Department of Education in development of that program; to safeguard the physical, mental and moral welfare of high school students and protect them from exploitation. (See enclosure #6).

2. Structure, Organization, Administration, Content

There are four (4) classifications of schools in the State of Florida - 1A (under 110 students), 2AA (111 - 280 students), 3AAA (281 - 720 students), 4AAA (over 700 students). District, Regional and State Championships are declared by tournaments or playoffs in the following sports for boys: football, basketball, baseball, swimming, track & field, golf, tennis and wrestling. District, Regional and State Champions are declared by tournaments or playoffs in the following sports for girls: volleyball, slow pitch baseball, basketball, track, cross-country, tennis, golf and swimming. Age is a determining factor in junior high and high schools in our athletic programs. Any student who becomes nineteen years of age on or before September 1st, may participate in interscholastic athletics during the entire school year, so far as age is concerned; but any student who becomes nineteen years of age on or before August 31st, shall be ineligible for further participation.

Members of sports teams below the junior high school age level are not governed by the rules set forth by this organization, such as after school activities programs. All members of sports teams that are governed by the FHSAA must pass a physical examination. Participants of sports are covered by team and/or family medical insurance.

Athletic programs are financed by local school districts and gate receipts. In some districts the cost of the initial outlay for equipment for girls' teams was financed by the local school boards.

School principals in Florida are the head administrators of any program in which the school participates. The principal is assisted either by a director of athletics or a coach in administrating these programs.

The ratio at the present time, with respect to male-female participants, is about four (4) to one (1). The ratio of male-female athletic programs is at present about even. (See enclosure #7). All athletic participation is on a voluntary basis. Participants in sports programs are usually given some type of certificate or letter as a means of recognition.

Schools usually have booster clubs that help finance part of their athletic programs. The interscholastic athletic program in Florida is almost totally an after school function. Practice sessions and games are usually performed after normal school hours.

3. Personnel and Professional Preparation

All coaching personnel connected with sports teams are certified teachers. Many coaches have Masters or advanced degrees. All principals have a Masters degree or better and have had five (5) years of teaching experience.

The majority of coaches in Florida have degrees in physical education. Some Florida universities have a certification program for coaches. All game officials must pass a rigid examination covering the rules and regulations for the sport they are officiating.

4. Facilities and Equipment

Junior high and high schools - All high schools have a functional indoor facility.

Many of the junior high schools have the same kind of indoor facility. The vast majority of outdoor areas include: a track, baseball field, tennis courts, lifetime sports areas, outdoor fitness apparatus, a stadium, and softball areas.

5. Research

A short synopsis of current research being conducted by the sports profession in Florida:

Research being conducted in Florida is concerned and interested in varied topics. Motor learning activities and motor learning studies provide many needed answers leading to the improvement of skills and skill levels. Studies on self-concept and anxiety in order to help develop more positive and liveable lifestyles are currently under investigation in our universities. Approaches to teaching, using traditional and new methods are under study to increase student and teacher performance levels.

In June, 1972, The Congress of The United States passed Title IX. A law which affects virtually every educational institution in the county. This law prohibits discrimination by sex in physical education and sports while generally prohibiting sex segregated physical education classes, the final regulations do allow separation by sex in physical education during competition in wrestling, boxing, basketball, football, and other sports involving bodily contact. Equal aggregate expenditures are not required. The goal is to secure equal opportunity for males and females in physical education and sports. Regional workshops are being conducted to assist school districts with Title IX compliance.

6. Evaluation

Program evaluation of sports teams and coaches is a continuous process in Florida. The sports programs in Florida are functional programs, with respect to organization and over-all appeal to the participants and spectators. Sports programs make a great contribution to over-all educational programs in each community. The sports teams are rallying forces for the community. Many spectators follow their teams wherever they participate. Good sportsmanship, fair play, and cooperation are displayed by most spectators and participants at these sporting events. All school districts are encouraged not to overemphasize sporting programs.

Carl J. Haney, Specialist
Kansas State Department of Education

A. Physical Education

1. Aims and Objectives

It is the aim and objective of the Kansas State Department of Education to promote the development of a comprehensive physical education program K-12 to meet the needs and interests of all boys and girls. Physical fitness, basic skills in a variety of sports and adaptive physical education are a part of a comprehensive program.

2. Structure, Organization and Administration.

Kansas has an elected State Board of Education who appoint a commissioner of education.

It is the legal responsibility of the state department to accredit public and private school programs. Physical education is one of the required programs.

Local boards of education are elected and they appoint the local superintendent of schools.

It is the responsibility of the local school district to develop physical education programs for its students.

Teacher training programs are accredited by the State Department of Education. Colleges and universities may exceed the minimum certification standards required for a physical education major.

Local schools are supported by a tax base with additional support from state formula. All areas of the curriculum are supported from these services.

3. Curriculum.

One unit of physical education is required prior to graduation from high school. A unit is a daily 50-minute period for one school year. Most schools require an additional unit and an elective program for juniors and seniors. One credit is given for each unit.

Physical education is recommended at the elementary level 15 to 30 minutes daily.

The coaching of athletic teams is prohibited during regular physical education classes, but the basic skills are taught at the appropriate grade levels. In many of our elementary schools rhythms in physical education are integrated into the music program. Dance is usually separated from music classes at the junior and senior high levels.

Local school districts may offer for credit physical education programs during the summer, many of them do so.

Physical education programs for the mentally, physically handicapped or those with learning disabilities are provided where the student can function best. Sometimes they are in the regular physical education class and sometimes separate.

At the present time, Kansas has very few pre-school physical education programs or for dropouts. These are generally offered by city and county recreational groups.

4. Methods

Individualized instruction is provided whenever possible. Senior leaders and teacher aides are utilized to some extent.

Physical fitness tests, skill tests and student questionnaires are used for evaluation. Upon request, the state department specialist will do an evaluation, usually with the assistance of other professionals from local colleges or universities.

5. Personnel.

Kansas has a 24-hour minimum certification requirement for secondary physical education instructors. A physical education major may also teach physical education at the elementary level with two additional courses on the elementary level.

The classroom teachers may teach their own physical education.

Inservice training by the state department specialist is available upon request.

6. Professional Preparation.

Most colleges and universities offer summer courses and workshops for classroom teachers as well as for the physical education major.

Most college and university departments exceed the 24-hour requirement for physical education majors. College hours in coaching are not counted for the 24-hour minimum requirement for certification.

Certification booklet enclosed.[1]

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[1] All enclosures referred to may be found in United States of America File #4.

7. Facilities and Equipment.

Elementary schools usually have an all-purpose area that is also used for school lunch programs. Junior and senior high schools have regular gyms specifically for that activity. The larger schools have two or more gyms and a swimming pool. New construction has made it possible to gain additional indoor area by adding a gym and keeping the old one. Most schools have tennis courts and sufficient outdoor area.

8. Research.

Research is being done at most state colleges in many areas such as adaptive physical education, and physical education for those with learning disabilities.

No research is being done by the public schools.

9. Evaluation.

All teacher training institutions and public schools undergo an evaluation every seven years by an outside group. Most colleges, universities and public schools go through self-evaluation every year.

The public schools can request the state specialist evaluation at any time. This is usually done with personnel from a local college or university in cooperation with the local school district personnel.

Many local school districts and some colleges and universities have a student evaluation of programs each year. This is usually done by a questionnaire and no signature on the evaluation form.

B. Sports in Schools

1. Aims and Objectives

To contribute to the education of all boys and girls.

To elevate the standards of good sportsmanship and encouraging the growth of good citizenship.

To encourage pride in scholastic achievement as a fundamental basis for a well-balanced activity program.

To provide a program for those students who have the skill, interest and need for these activities.

2. Structure, Organization, Administration, Content.

Kansas permits interscholastic athletics for students in 6th grade and above.

Kansas State Department of Education administers the elementary school interscholastic athletic program and the Kansas State High School Activities Association has the responsibility for administering the junior and senior high school programs. There is close cooperation between the two groups.

KSHSAA -- Any public or private junior and/or senior high school accredited by the Kansas State Department of Education may become a member of the association.

The board of Directors is composed of 38 members. Six of such directors shall be members of boards of education, two shall be representatives of the State Board of Education. The state is divided into six districts based upon student enrollment and each district has four members on the board of directors.

The Executive Board is composed of not more than 9 nor less than 7 members composed of not more than 8 nor less than 6 superintendents or principals and one local school board member.

The KSHSAA is supported financially by a dues assessment to member schools and a percentage of gate receipts from tournaments and Activity Association sponsored functions. An Executive Director and staff are employed to carry out the functions of the association.

Schools are divided into five classifications based upon enrollment for state play-off purposes. Schools may play schools during regular season in other than their own classification. There is an age and semester participation rule. A board of appeals was established to hear testimony concerning association action. A physical examination and parent consent must be had prior to participation. Insurance and liability programs are available to all participants in the athletic program.

Local boards of education provide funds for the interscholastic athletic programs from the general funds supplemented by gate receipts for all boys and girls programs.

It is the responsibility of the athletic director and school principal to schedule all athletic events, participation in leagues and over-all conducting the athletic program.

The following is a breakdown of interscholastic athletics for boys and girls, others may be added by demand.

Football--boys
Basketball--boys and girls
Cross country--boys
Track and field--boys and girls
Tennis--boys and girls
Baseball--boys
Softball--girls
Wrestling--boys
Swimming--boys and girls
Golf--boys and girls
Gymnastics--boys and girls
Volleyball--girls

All coaches must be certified teachers employed by the school district in which they coach.

All schools give letters in each sport and in state playoff competition appropriate medals are given. Team trophies are provided by leagues and KSHSAA provided trophies in state competition

3. Personnel and Professional Preparation.

Every coach must be certified in compliance with standards established by the State Board of Education and shall teach not less than 15 full periods in the classroom or gymnasium each week. Outsiders are not permitted to serve as coaches or assistants.

A certified teacher employed as a full-time instructor under contract to the board of education may serve as a coach or an assistant.

Kansas does not have special certification of coaches other than the above. Several state colleges and universities have a coaching emphasis curriculum. The KSHSAA provides workshops to deal with specific areas such as rules, regulations, coaching clinics, etc.

4. Facilities and Equipment.

Elementary schools usually have an all-purpose room shared with school lunch, etc. Outdoor areas are provided, size depends on enrollment. Junior and senior high schools have a gym, football field, track and open areas. The larger high schools usually have two gyms, swimming pool, football fields, and track and tennis courts.

Every school, elementary through high school, has a central library. Professional libraries are maintained in these facilities and/or in the athletic offices.

5. Research.

No research is being conducted by the public and private junior and senior high schools. Some research is being done by state colleges and universities, usually by master degree and doctoral candidates. State universities have research programs in a number of areas.

6. Evaluation.

Each local school district has a yearly evaluation. Assistance can be obtained from state colleges and universities.

C. Out-of-School Sports.

It is the function of the physical education programs to provide the basic skills in a variety of sports from which individuals may pursue sports activities at their leisure.

City, county recreational groups provide athletic leagues in a wide range of sports usually for those who do not have the skill or interest in participating on school-sponsored teams.

There is usually very good cooperation between recreation organizations and local school districts in providing facilities for adults as well as out-of-school youth.

Kansas has a tax-base program to finance recreation programs.

Several colleges and universities have provided a recreational majors program for the training of city and county recreation directors.

Many recreational organizations employ, on a part-time basis, school personnel to assist in carrying out evening recreational and summer programs.

Part II -- Alternatives and Perspectives for Physical Education and Sport, 1976-1980

There is an ever on-going need for better cooperation at all levels in providing wholesome programs. Far too often, there is an over-duplication of effort such as intramurals and city recreation programs.

Cooperation between city recreation programs and schools is needed for better utilization of existing facilities and in the construction of new facilities.

There should be a much greater emphasis in providing well-qualified physical education majors at the elementary level. Young boys and girls have the interest; the problem is maintaining their interest and to develop the basic skills that can be used later. All boys and girls are not going to be participating in interscholastic athletics, but many will be able to enjoy a variety of sports if they have some success at an early age.

I would like to see more and better exchange programs among teachers and students with the opportunity to learn and teach basic skills of sports from their own country.

We need the time, equipment, facilities and the personnel to do the job. We have a tremendous interest at the elementary level, let's maintain and improve on what we have. Something for everyone not just the selected few.

APPENDIX O

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PART I

A. Physical Education

1. Aims and objectives

I. Physical education serves many purposes and encompasses several diversified types of learning situations.

Professional physical educators seek to facilitate constructive development of the physical, intellectual, social and psychological (emotional) facets of the child. This is done primarily through a curriculum involving:

1. physical education classes emphasizing learning
2. adapted physical education classes for children with learning handicaps
3. intramurals which are the laboratory experiences for the majority of students and place special emphasis on maximum participation in organized as well as individual and recreational activities
4. interscholastic athletics which involve participation for those with well developed competencies and tolerance for competition at the highest levels of performance

A balanced physical education curriculum responds to the immediate and long range needs of the individual and society. Through group activities such as team sports, the individual may develop those qualities of cooperation, leadership and social identification requisite for participation in a democratic society as well as acceptance and development of the self in terms of emotional control, self-confidence, and displacement.

Through other activities, physical education emphasizes opportunities for personal expression of physical capabilities which have a rich potential for future involvement. These are often referred to as lifetime sports or sports with a high carry over value.

II. Astute teachers of physical education, using a balanced curricular approach, will offer numerous opportunities for decision making in the realms of moral behavior, social participation and responsibility and respect for the rights of others while developing the student's own sense of personal worth and dignity, which others in turn, learn to respect.

There is no greater opportunity for children to learn the process and wisdom of equal opportunity than that present in physical education. Furthermore, few, if any, areas can offer so rich a medium for parental and community participation.

For the exceptional child, be he gifted or handicapped, or struggling with the barrier of codified English grammar, physical education offers one, if not the only, place in school where the child can experience success, acceptance and the fulfillment of many basic human needs.

A balanced physical education curriculum, taught by the professional physical educator, offers many opportunities for learning basic skills which involve subject matter of interest to most students. As Toffler[1] so ably pointed out, we do live in a dynamic society and yet the element of sport and physical activity unites us as a nation and culture. Further, it offers a common meeting ground with people from other nations and cultures and stretches into the past as a fundamental cultural element linking us to previous civilizations. The experiences of striving, succeeding, failing, competition, and cooperation and the developing of loyalty, integrity, and other acknowledged human virtues are implicit in a good physical education program.

Few children become adults whose careers are primarily participation in sport and physical activity, but the number involved in sports associated activities are legion. One must consider those who are directly involved and dependent upon sports for their livelihood such as teachers, coaches, trainers, managers, equipment producers and salesmen, facility contractors, laborers, sports writers, broadcasters, owners and operators of facilities associated with specific physical activities and those in transportation associated with sports. Indirectly the economic consequences of sport participation include the innumerable business transactions and improved interpersonal relations facilitated by encounters with others in a sports related setting with all persons deriving substantial economic gain from such involvement.

There is still another aspect of physical education to consider in terms of career preparation. This is the one which involves individuals whose primary economic success does not directly involve sport and physical activity but who function better because they have access to the benefits that accrue from participation in sport and other forms of physical activity during their leisure time.

It is in the nature of many sport and physical activities that situations requiring considerable creative, constructive and critical thinking are presented. Many opportunities for individuals to develop their rational abilities are offered in such settings.

Opportunities for developing physical and mental well being, including self-worth, occur daily in a good physical education program. Likewise, social skills necessary for affiliation with other individuals and groups, including the family, may be acquired.

Finally, it would seem reasonable to conclude from the large number of adults who seek to improve their old skills and to acquire new knowledge and skills involving physical activity, that physical education is one of the foremost curricular offerings leading to continued education. Many valid reasons exist for this continued learning; paramount among these are participating more fully in leisure time activities with friends and family and affiliation and acceptance in new social environs.

[1] Toffler, Alvin. Future Shock. New York, Random House, 1970. p. 505.

2. Structure, organization, administration

I. Administrative Bodies: Under the United States Constitution, powers not specifically delegated to the Federal Government are reserved for the individual states. The responsibility for education, therefore, rests with the State Boards of Education (SBE) usually specified in the state constitution or codified in state law. The SBE usually operates through a Department of Public Instruction and sets up a number of local districts each having its own Board of Education which implements state educational policies at the local level. Larger local school districts generally provide administrative support for programs of physical education at the district level.

The various Boards of Education are usually elected to office for a specified term and operate independently. In Michigan, programs of physical education are required by law.

II. Levels of Instruction: Michigan education involves a kindergarten or pre-school type of program, 12 years of elementary and secondary education, a system of higher education involving two-year junior colleges, a four-year senior college and universities offering undergraduate and graduate education. From the high school on, a variety of specialized educational opportunities exist in terms of Vocational, Technical and Business education.

III. Types of Instruction: Physical Education is composed of four types of instruction. Public and parochial schools as well as institutions of higher learning generally offer basic classroom instruction in a wide variety of sports activities. In addition, extensive interscholastic participation is available to students. Many schools also offer intramural activities and special programs of adapted activities and therapeutic exercise for students with mental and/or physical handicaps. Specialized institutions such as prisons and hospitals frequently offer programs of physical activities, however, these are not under the control of the SBE.

IV. The most recent data available indicates that the Federal Government provides approximately 5% of the revenue for education in Michigan. The state provides approximately 39% and local districts contribute the balance for 56% of the funds expended for education. (Reference: Page 56 of Michigan Department of Education Annual Report, 1973-74).

3. Curriculum

I. Since local school districts are responsible for implementing programs of physical education there is no standardization of practices in terms of curriculum. Typically, elementary school programs require from 30 to 150 minutes per week. Secondary programs normally require a daily period of physical education approximately 50 minutes in length. Institutions of higher education vary their time requirements with the course offerings, however, two one hour periods per week are frequently required in the basic program of physical education.

II. In public and parochial schools, K-12 physical education programs are required and credit is offered for the course. At the college level, physical education is generally an elective course. Presently, both sex segregated and the co-educational courses exist, however, recent Federal Intervention mandates an end to sex segregated classes and it is anticipated that all classes in the future will be offered on a co-educational basis.

III. Except in activity courses specifically designed for future teachers, physical education is generally activities oriented. As noted earlier, skill learning forms the primary emphasis of the classroom instructional program and extensive competition in team sports exist at the intramural and interscholastic level. Recent concern for lifetime sports activities is causing the rapid addition of these activities to the traditional programs of team sports.

IV. Generally, physical education is taught as a separate discipline from the academic portions of the curriculum. Some progressive teachers are making an effort to integrate physical education learnings with other aspects of the curriculum, however, these programs are extremely rare.

V. Many of the more affluent school districts operate off-campus programs related to physical education. These include field trips utilizing local facilities not available on the school premises, weekend excursions to observe and participate in programs of interest to the students including camping and many related outdoor activities. Some districts maintain resident camps where their students spend one or more weeks studying in the out-of-doors and participating in a wide variety of activities not available to them in the school setting. These programs often include shooting, camping, canoeing, skiing, backpacking and other related activities. Frequently, these programs are available to the physically and mentally handicapped.

VI. Formal programs of physical education generally do not affect the pre-school child or those youth who are no longer associated with the organized school. Many municipalities operate recreational programs for citizens of their communities. Some of these are cooperative ventures with the school system. However, most of them are run independently. Very little is done in terms of international exchange programs.

4. Methods

I. The teaching of physical education is normally done through lecture and demonstration incorporating, where possible, the use of written and audio-visual materials. Direct practice sessions are an integral part of the process and typically students are allowed to participate in a competitive situation once they begin to master the required knowledge and skills.

II. Evaluation of progress and achievement is generally done through a series of skills and knowledge tests. Traditionally, norm referenced testing, where students are compared to each other, has been used. There is a concerted effort by a few individuals in the state to implement criterion referenced testing (pass, fail, based on an arbitrary standard of excellence), however, this is not generally found throughout the state. Evaluation of psycho-social learning is relatively nonexistant in programs of physical education.

5. Personnel

I. Teachers of physical education are required to hold professional certification at the secondary level of instruction and may be certified as specialists at the elementary level. When a specialist is not available at the elementary level, the general classroom teacher assumes responsibility for instruction in physical education. In higher education, no specific requirements are promulgated by the state. However, it would be very unusual to find a person teaching at this level who is not a specialist in physical education even though they may not be certified by the state.

II. Information concerning professional employees may be found in the adenda to Michigan Educational Statistics, 1974. Of the 94,000 teachers, approximately 4,500 are specialists in physical education. No information is available on their distribution throughout the state, however, most of them would be employed at the secondary educational level. The ratio of students to teachers varies with each individual assignment. At the secondary level, it would not be uncommon for one teacher to be responsible for 200 students. At the elementary level, one teacher-specialist may be responsible for 500 or even 1000 students.

III. Teachers of physical education hold the same professional status and salary as do teachers of other subjects.

IV. The use of para-professionals as coaches and teaching assistants is a relatively recent phenomenon. Few schools use volunteers in their programs.

6. Professional preparation

I. Physical education teachers are required to hold a four-year Baccalaureate Degree in order to teach in the public schools of Michigan. Supervisory and administrative professions as well as instruction in higher education generally require an advanced degree such as a Masters (5 years), Specialist (6 years) or Doctorate (7 years). This type of preparation generally entitles the individual to teach both activities and professional courses. Many teachers take course work in ancillary.

II. In Michigan, 19 institutions are involved in the training of teachers. These institutions are multi-dimensional universities rather than specialized schools of physical education. A catalog from one of the institutions is enclosed.

III. Many opportunities for improvement of teaching qualifications exist through local, state, and university training. Additional university studies generally form part of a program leading to advanced certification. Other workshops, seminars, etc. do not provide for this type of advancement, however, this inservice training is considered an essential part of professional teaching. Some inservice training is required by local districts and other types of training are taken on a voluntary basis.

7. Facilities and equipment

I. Michigan educational facilities are extensive, modern and very conducive to a high quality program, particularly at the secondary level. They frequently include large single or double gymnasiums, swimming pools and specialized rooms for dance, weight training, wrestling and adapted programs. Locker rooms are modern with showers, lavatories and adequate storage space for uniforms and conventional types of clothing.

Most schools have field space for the traditional sports of football and baseball and include a track, generally one quarter mile in circumference. Additional space is available for soccer, field hockey and a variety of other activities.

Most gymnasiums will seat hundreds of spectators for basketball and wrestling competition. Football stadiums holding several thousand spectators are common.

Our elementary schools typically do not have as elaborate indoor facilities although many have a gymnasium or multipurpose activity room. They do have adequate field space and most have hard surfaced areas for games as well as various types of playground equipment. All of these facilities are owned by the respective school system. As mentioned earlier, some school districts operate and own wilderness campsites in addition to their onsite facilities.

Institutions of higher learning possess the same facilities as those found in our secondary schools, however, they are much more elaborate and extensive. Sometimes several gymnasiums are found on one campus and the indoor spectator capacity may reach 20,000 with outdoor stadiums holding 100,000 or more. The universities maintain elaborate research facilities encompassing all aspects of physical, psychological and social research and have extensive professional libraries.

8. Research

I. Extensive research in all areas occurs at the university level of education. Results of these projects are published in countless journals throughout the country and the world. They are engaged in by resident faculty and graduate students and are funded from both public and private sources. Research findings are sometimes utilized by those teaching in the field of physical education, however, there appears to be a wide gap between the research in our field and its general application in the teaching process.

9. Evaluation

I. Comprehensive evaluation of physical education programs is essentially non-existent in terms of a systematic, reliable and valid effort. The fact that these programs are supported, valued and continually expanded, offers empirical evidence that they are considered valuable by members of the educational community and our society in general. Formative evaluation occurs in most of the component parts of the total program and identifies progress and achievement in respect to the specific purposes.

B. Sport in the Schools

1. Aims and objectives

I. The objectives of our interscholastic programs are theoretically the same as those of the total physical education program. However, in practice, excellence in performance and achievement, as evidenced by winning, often operates at the expense of more educationally sound philosophy. Further complicating the program are the economic, social, and political pressures placed upon the leaders and participants in the program. This is particularly true at the university level but exists to a high degree at the secondary level.

2. Structure, organization, administration, contents

I. Sports competition in intramural, interscholastic and recreation in a school setting generally is dependent upon bonified membership in a particular school or institution and participation is generally based upon interest and ability. A few sports include specific weight restrictions such as boxing, wrestling, and weight lifting.

Participants in interscholastic sports generally require an individual to pass a physical examination. Other participation does not require this. Medical and liability insurance is generally available to participants of interscholastic athletics and most individuals and institutions purchase this type of protection. Provisions are normally made for emergency treatment of injuries.

Budgets vary greatly but, in general, interscholastic activities require a high level of financial support in relation to the total budget. Mens' programs generally receive greater financial support than do womens', however, this situation is changing as a result of recent Federal legislation. Traditionally, more men than women have participated in the programs and more activities are available for males. Participation in such programs is usually voluntary and the programs are generally sex segregated.

Administrative functions are typically handled by one individual called an athletic director, however, extensive programs and the rapid growth of programs for women often requires two or more individuals to fulfill this function.

In the public schools competition sports programs are often staffed with regular teachers, however, university level programs often have special individuals serving as coaches and support personnel. Many awards and much publicity is accorded to individuals and teams who are successful in competitive sports. Material awards are limited in terms of monitary value. The state sponsors numerous championships for both individual and team sports beginning at the local level and progressing through regional and state finals. National championships are determined in many sports at the university level but this is not done at the secondary level.

Individual schools or institutions sponsor their own teams in a variety of activities. Students are frequently permitted to adjust their academic studies in order to participate in training programs and actual competition. Most schools, in cooperation with a governing body (league, amateur athletic association, or state high school athletic association), set forth eligibility requirements for individuals desiring to participate in a sports program. Generally these requirements cover academic standing, age, years of participation, sex and residence.

3. Personnel and professional preparation

   I. Although coaches are frequently certified teachers, the state of Michigan does not require any particular certification in order to coach. It is sufficient for the individual to have attained the age of 18.

   II. Since coaches to not have to qualify as teachers, there are no professional preparation requirements. A study is underway at the present time dealing with this problem. There is much concern on the part of professional physical educators for the welfare of students in terms of the lack of leadership qualifications. The report should be available prior to the summer of 1976.

   III. Many opportunities exist for coaches to gain additional expertise in the areas of interest through workshops, clinics, and publications. Generally no additional certification is gained from participation in these types of activities.

4. Facilities and Equipment

   I. The school facilities mentioned previously are available for programs of interscholastic athletics. Intramural and recreational athletics often utilize these same facilities. In addition, secondary and university level programs often use municipal facilities for their training and competition.

5. Research

   I. Research in athletics is a concommitant of general physical education research and funds are derived from the same sources. Leaders in athletic programs are quick to utilize research findings which aid them in their primary goal of winning and frequently permit their team members to participate as subjects in various research projects.

6. Evaluation

I. Summative evaluation of athletic programs is non-existant. A few individuals advocate such evaluation but the firm tradition of athletic competition precludes any substantive changes which might evolve from such an evaluation. This situation does not encourage a rational examination of the positive contributions and negative occurrences within the athletic program.

C. Out-Of-School Sport

1. Aims and objectives

I. Schools who cooperate in out-of-school sport programs frequently do so on the basis of community service and the fact that they are tax supported entities. Some effort is made to ascertain whether the goals and administration of the programs are compatible with those of the school. These programs are fairly limited in Michigan although we do have some outstanding examples of school-community cooperation.

2. Structure, organization and administration

I. The organization and administration of these programs varies with the individual locality. In some cases the school is responsible for the operation of the program but more frequently they work in cooperation with a local recreational authority. In the latter situation, their involvement is usually limited to the provisions of facilities for practice and competition. Questions of medical insurance and legal liability are very much at issue and many school districts have refused to support out-of-school sport programs because of their legal liability.

3. Programmes

I. No specific information is available on the programs offered within our state. It is known that the programs incorporate organized competition in addition to providing time for recreational activities.

4. & 5. Personnel and professional preparation

I. In as much as the schools are seldom directly associated with recreational types of programs, specific information concerning professional preparation and responsibilities is scant. Some recreation directors have college preparation, however, many individuals involved are uniquely qualified by special interest and abilities not necessarily related to professional college training. Outside of a directors position, there are few fulltime recreation people.

6. Facilities and equipment

I. Many municipalities utilize community recreation centers as well as school sites and parks. The community facilities are controlled by the municipality and the administrative responsibilities may be delegated to the recreation director. School facilities are the responsibility of the local Board of Education.

7. Research

   I. It is assured that a limited number of research projects are carried on by people in recreation; primerily those involved in professional preparation at the university level.

   Funds are particularly difficult to obtain. It is doubtful if research in recreation has any significant affect on the sports activities common in most recreational programs.

8. Evaluation

   I. Typically, local units of Government make periodic efforts to evaluate the various programs operated by the recreation department in terms of community interest as evidenced by participants and community support through survey techniques. It is doubtful that the contributions of a physical-recreational program are evaluated in any systematic manner with respect to physical, social or psychological benefits.

   II. Some states process an active Governor's Council for Physical Fitness and Sports to encourage mass participation. Unfortunately, the Michigan Council is still in the developmental stage and it has no influence at this particular time.

   III. No records are kept at the state level concerning participation in the various sport programs. Presently, a legislative committee is investigating the effects of out-of-school sport programs on the youth of our state.

9. Coordination

   I. Coordination between school authorities and sports organizations is minimal accept at the university level. Even at this level, there is considerable competition for authority and an aura of vested interest to protect.

   The net result is a situation where institutions and organizations, supposedly in existance to protect individuals involved, do not refill this function as well as they might if they would work more cooperatively.

PART II

A. Alternatives and perspectives for national programmes

1. Within the state of Michigan, there is an emerging effort being made to facilitate voluntary participation in physical education programs at the high school and university level. Further changes within the curriculum indicate a movement toward a wide variety of individual

lifetime activities in addition to the traditional team sports. At the elementary level, emphasis is placed on fundamental movement and related concepts in the more progressive programs. The intervening years (middle school and junior high school) are envisioned as a time of awareness and exploration in order that students may make intelligent choices in their subsequent participation in physical activities, be they in the school structure or not.

B. Alternatives and perspectives for programmes of international co-operation

I. It would seem desirable for international organizations to facilitate the exchange of information concerning sports in a non-technical manner. Limited invitational competitions and exchange of professional personnel would foster a growing awareness of the international nature of sport and its place in the world community. International meetings having specific cultural exchange objectives might also prove beneficial.

II. It would seem reasonable that sponsors of international meetings would defray the expenses of those attending, however, the use of funds for purposes of remuneration or for equipment and facilities seems highly questionable.

A copy of the information compiled from this survey should be made available to those who provided the information which was used in developing the final report.

State of Minnesota
Carl Knutson, Supervisor
Health, Physical Education and Safety

Part I - Current Conditions in Physical Education and Sports

A. Physical Education

1. Aims and Objectives
   Please refer to page 22 of Curriculum Bulletin No. 11[1]

2. Structure, Organization, Administration

   a. State Legislature - This body is elected by the people and passed the physical education law in 1923.

   b. State Board of Education - This body includes nine adults appointed by the Governor and confirmed by the State Senate. Each of the nine congressional districts is represented. The State Board of Education adopts regulations for education which have the same affect as law.

   c. Commissioner of Education - This person is appointed by the State Board of Education for a term of seven years and can be reappointed. This person is the executive officer of the State Department of Education.

   d. State Department of Education - The professional staff is Civil Service. The staff is responsible for the implementation of the State Board of Education regulations through the development of curriculum materials, in-service education, and school consultation.

   e. Local School Districts - Local boards of education are elected by the people of each school district. The executive officer of the school district (superintendent) is selected by the school board. The local school board implements programs to fulfill State Board of Education regulations. The local board of education can also establish local requirements.

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[1] References not included in this Appendix may be found in United States of America File #3e.

Levels of Instruction

Physical education is required K-6, 7-10, and for education majors at teacher education institutions. Physical education is also required in the public elementary and secondary schools for the handicapped. Community colleges, colleges and universities, and vocational schools also offer physical education to all students on an elective basis. State hospitals for the handicapped also offer physical education for the patients.

Financial Support

The state legislature provide 60% of the funding for education, 35% is from local taxes, and 5% is from the federal government.

3. Curriculum

Please refer to Curriculum Bulletin No. 11 and Curriculum Bulletin No. 29 for the recommended content of the program. The sample from Robbinsdale Public Schools[1] will provide information about local school district programs.

Physical education requirements are as follows:

State Law

Please refer to page 23 of Curriculum Bulletin No. 11 and copy of 126.02 Subd. 21 (attached).

State Board of Education Regulations

Grades 1-6 - 30 minutes per day

Grades 7-9 - 80 clock hours (60 minutes per period or its equivalent) per grade with credit.

Grade 10 - 60 clock hours and 1/2 credit toward graduation.

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[1] United States of America File #3e.

State Board of Education Recommendations

Please refer to the attached position papers on elementary school physical education and 11th and 12th grade physical education[1]

Forty percent of the public schools provide elective physical education for 11th and 12th grade pupils.

All colleges and universities preparing teacher education majors require a minimum of four credits. All colleges and universities offer elective physical education to all other students.

At the elementary school level, the primary emphasis is upon skill learning. The junior high level (grades 7-9) includes emphasis upon skill learning and competitive sports activities. The senior high school level (grades 10-12) includes emphasis upon skill learning, competitive sports activities, and lifetime sports. The college level includes emphasis upon skill learning, competitive sports activities, and lifetime sports. Attached is a list of the most commonly practiced activities.

At the elementary school level, physical education is integrated approximately 20% of the time with music. At the secondary level, outdoor education and other adventure type activities are integrated with social studies, home economics, science, health, and language arts in approximately 10% of the programs.

Most of the away-from-school programs give emphasis to outdoor education activities such as camping, boating, cross country skiing, back packing, and orienteering.

Adapted physical education is required by law (refer to 126.02) for handicapped students. Most public schools integrate these students into the regular program. However, special education has become much more concerned about relevant programs for these students and funds are becoming available to school districts to develop special physical education programs as well.

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[1] United States of America File #3e.

The Minnesota Department of Education has a consultant for early childhood education (preschool). Greater emphasis is now being given to movement exploration, perceptual motor development, and basic locomotor skills.

At the present time, school drop outs are not receiving many opportunities to participate in the regular school program, but do have opportunities to participate in recreation programs provided by school districts and the community.

The utilization of exchange students as resource people is the major emphasis regarding international physical education.

4. Methods

All students are provided an equal opportunity to participate in the physical education experience in the public elementary and secondary schools. Education majors in the colleges and universities are also provided an equal opportunity to participate. The more wealthy school districts provide elective physical education for 11th and 12th grade students; whereas the less wealthy school districts cannot.

New physical education experiences includes emphasis on basic skills and strategies. These skills are reviewed at the next level of instruction before lead-up activities and the actual playing of the game. Classes are organized for maximum participation (generally grouping) and sufficient supplies and equipment are available.

Physical fitness tests are administered twice a year. Many school districts administer knowledge and skills tests for each unit of instruction.

Recommended evaluation methods are included at the conclusion of each activity unit in the state curriculum grade. Please refer to page 67 of Curriculum Bulletin No. 11.

5. Personnel

There is no special certification for elementary school teachers, except for the general education requirement of four credits as education majors.

The certification requirements for physical education teachers, grades K-12, are as follows:

A minor of 27 quarter hours
  A teacher can teach up to half-time for seven years.
  After seven years a major of 63 quarter hours is required.

A major of 63 quarter hours is required of teachers who teach more than half-time.

A coach of interscholastic sports must have 18 quarter hours in prevention & care of athletes injuries, physiology of exercise, psychology of sports, coaching techniques, growth and development, and organization and administration.

Elementary education school teachers teach other subjects. Eighty percent of the public schools employ one or more physical education teachers to assist the classroom teachers or teach all of the physical education classes. Secondary school physical education teachers (grades 7-12) teach other subjects in small schools. The most common would be health education and/or social studies.

There are approximately 2,500 elementary and secondary school physical education teachers. Approximately 40% of these teachers teach full-time physical education. The average class size for elementary school physical education is 30 students, and 35 for grades 7-12.

The status and salary of physical education teachers is comparable to other teachers based upon education and teaching experience.

All physical education classes and interscholastic sports must be taught or coached by certificated teachers. Noncertificated staff (paraprofessional personnel) can assist a teacher of physical education. Recreation programs provide opportunities for paraprofessional personnel to direct or supervise activities.

6. Professional Preparation

   a. Classroom teacher (4 credits)
   Generally this will include a methods course and activity courses.

   b. Physical education specialist.
   Refer to attached sheet.

   c. Institutions of higher education
   No special state requirements are enforced. Each institution has the responsibility. However, all have a major in physical education with at least a master's degree if a full-time staff member. Some part-time staff members may have only special preparation in an activity such as hockey. Practically all professional courses are taught by a teacher with a doctorate.

   d. Type of institution offering teacher preparation.
   Only four-year institutions of higher education are approved for teacher education. However, community colleges can offer courses that can be transferred to four year institutions. There are 22 four year institutions, and 18 community colleges in Minnesota that are involved in physical education and sports preparation. All programs of preparation are part of an institution of higher learning.

   The nine state supported teacher education institutions offer summer courses and workshops for credit. Eight of the private colleges offer summer courses. Continuing education is required to maintain certification on a five year basis. Therefore, college courses and workshops are necessary for teachers for maintenance of certification. Also, salary increases are dependent upon additional credits.

7. Facilities and Equipment

a. Preschool

Eighty percent of these facilities are owned by a private agency; they usually include a large room which is also utilized as a classroom, and a large playground area. Twenty percent utilze public school facilities, which could include the gymnasium and playground area.

b. Elementary

All public elementary schools have a gymnasium and outdoor play areas of at least seven acres. These are owned by school districts.

c. Secondary

All public secondary schools have at least a gymnasium and ten acres of outdoor play area. Fifty percent have an auxilliary gymnasium, and a gymnastics-wrestling room. Twenty percent have a pool. These facilities are owned by the school district.

Approximately 70% of the public secondary schools utilize private facilities such as bowling lanes, tennis courts, golf courses, down hill ski areas, and hockey rinks.

Approximately 30% of the schools utilize state facilities such as conservation camps and parks for outdoor education.

d. Higher Education

All institutions have gymnasiums and pools, adequate outdoor play areas, and tennis courts. Sixty percent have auxillary gymnastic and wrestling rooms and hand ball courts. Ten percent have bowling lanes. The remaining institutions utilize private bowling lanes. Fifty percent own hockey arenas.

All institutions utilize private skiing and golfing facilities.

Approximately 50% of the institutions utilize state facilities such as state parks for outdoor education. Bemidji State University has its own outdoor education camp.

The University of Minnesota and Mankato State University have their own research laboratory for physiology and physical fitness.

All institutions have their own professional library.

8. Research

No comment.

9. Evaluation

Please refer to pages 67-79, Curriculum Bulletin No. 11.

B. Sports in the Schools

1. Aims and Objectives

Students in grades 7-12, who demonstrate an interest in, and a skill for a competitive program beyond the level of intramural competition should have the opportunity to participate in a well-conducted program of interschool athletics.

Interschool athletics will enrich the physical education program by providing the highly skilled an opportunity to participate on a level at which their skill is tested; and for others, an opportunity to see and appreciate the skilled performer in action.

Interscholastic athletics is considered an an important part of the physical education program for the highly skilled. The program is designed to serve the highly skilled without curtailing the existing school programs.

An interscholastic program may be organized in grades 7-12 providing the school requesting the program has met the following prerequisites:

a. That there is demonstrated concern by the administrators and leaders of the program for the best interests and physical welfare of the participants.

b. That the program is under the direction of a qualified teacher.

c. That there is in existence a good intramural program which provides competition and participation for all according to interest, ability, and needs.

d. That the administration and school board will provide financially for the program, with adequate personnel, time, supplies, equipment, and facilities.

2. Structure, Organization, Administration, Contents

a. Classification - Weight is the determining factor for wrestling at all levels. Grade level is the determination at the junior high level (grades 7-9) for all other sports at all levels of competition. Grade level is the determining factor for intramural activities at the elementary school level.

b. Medical requirements - A physical examination is required for interscholastic and intercollegiate athletic competition. A physical examination is recommended for all other types of competition. A person trained in first aid is required for all interscholastic athletic events. All colleges and universities have an athletic trainer for intercollegiate sports. A person with first aid training is recommended for intramural and extramural events.

c. Insurance and Liability - Insurance for interscholastic events is required. Intercollegiate athletic participation has insurance coverage. Insurance coverage for intramural and extramural events is recommended. School districts and colleges and coaches are liable for negligence.

d. Financial Support - School district support for intramural extramural, and interscholastic athletic events is from the general fund. College and university support for intercollegiate athletics is from gate receipts and student activity fees. College and university support for intramural and extramural events is from activity fees and general fund.

e. Ratio of Financial Support - Public school support for intramural and extramural events is equal. The ratio for support of boys' interscholastic sports is approximately 2:1 over the girls'. The same situation for intramural and extramural events, and intercollegiate athletics exists.

f. Administrative Functions - For public schools, intramural and extramural events are administered by the physical education department. The interscholastic program is administered by the atheletic director who is a male.

For colleges and universities, the intramural and extramural events are administered by either the physical education department or by the men's and women's department separately. For intercollegiate athletics, the program is sometimes administered by the athletic department for both, but in some cases each program is administered separately.

g. Segregated and Co-education Programs - For public schools, the intramural programs are both segregated and co-educational. Most of the extramural and interscholastic programs are segregated. Examples of co-educational sports would be tennis and golf.

For colleges and universities, the intramural programs are both segregated and co-educational. Most of the extramural and intercollegiate programs are segregated.

h. Ratio of Participants - For public schools, the intramural programs are about equal. The extramural program is predominately girls. The interscholastic program is approximately 30% girls and 70% boys.

For the college and university intramural, extramural, and intercollegiate programs, the same situation exists as for public schools.

i. Ratio of Sports Activities - For public schools, the ratio of intramural activities is about equal. For extramural activities, the ratio approximately 4:1 in favor of girls. For interscholastic activities, the ratio is 3:2 in favor of boys.

For the colleges and universities, the same situation exists for intramurals, extramurals, and intercollegiate athletics.

j. Required vs. Voluntary - All participation is voluntary at all levels.

k. Relationship of Teaching, Coaching, Supervision - At the public school level, all programs must be directed by certificated staff.

At the college and university level, the staff are members of the institution, but may be part-time.

l. Manner of Recognition - For intramural and extramural programs at all levels, standings and records are publicized. For interscholastic and intercollegiate programs, standings and records are publicized, and individuals receive letter or emblem awards.

m. Establishing Championships - The number of wins and losses determines the championship at all levels.

n. Forms of Sponsorships - Public schools and colleges and universities sponsor programs.

Community recreation programs are sponsored by community recreation and private agencies or organizations.

o. Criteria for Selection of Scholarships - For public schools, there are no scholarships.

For college and universities, scholarships are determined by academic achievement and athletic ability.

p. Student Adjustment to Academic Study Program - No comment.

3. Personnel and Professional Preparation

a. Professional Preparation of Coaches - Coaches of interscholastic sports must be certificated (refer to attached sheets). There are no special certification requirements for coaches of intramural and extramural programs excepting a valid teacher's certificate.

There are no special certification requirements for college and university coaches of intramural, extramural, or intercollegiate programs.

There are no certification requirements for coaches of recreation at other agency programs.

Officials of interscholastic sports must be registered and certified by the Minnesota State High School League. They must pass a rules test for the sport they officiate.

Athletic trainers are not required to be certificated.

b. In-service and Summer Programs - Colleges and universities provide workshops, coaching clinics, and courses for coaches for credit.

4. Facilities and Equipment

The indoor facilities for physical education are utilized for interscholastic programs as well. Approximately 50 school districts have indoor hockey rinks as well. The outdoor areas available for physical education, intramural, extramural, and interscholastic programs include football fields, soccer fields, tracks, and baseball fields.

The college and university indoor areas for physical education are used for intramural, extramural, and intercollegiate programs. Outdoor areas include football fields, baseball fields, tracks, soccer fields, and tennis courts.

5. Research

No comment.

6. Evaluation

There is no formal evaluation regarding the contributions of athletics to education. The number of participatns involved are recorded, and students and coaches evaluate informally the educational benefits.

C. Out-of-School Sports

Recreation programs are often jointly administered by the school district and community. These programs are an outgrowth of physical education programs. A recreation council does function who helps to coordinate the school program with the recreation program. The enclosed law or community school programs provides funding and leadership for the program.

The facilities available to the school are used for recreation as well. Some municipal governments have additional outside facilities for baseball and football.

A director of the school community recreation program may be employed to help coordinate the school and community recreation programs, and to assess the needs for additional programs. There are no certification requirements for recreation directors and other staff people in the recreation program.

Records are maintained regarding the number and age groups participating by activities in a school-community recreation program.

Part II - Alternatives and Perspectives for Physical Education and Sports 1976-1980

The trend in physical education at the high school (grades 7-10) and college levels is toward lifetime sports and outdoor education. However, there is still an emphasis on team sports which is essential.

Community-school education to provide a lifetime of learning and activity is definately a rapidly developing concept and program. The utilization of existing facilities, leadership, and funds for all age groups is a prime concern.

Greater opportunity for girls and women to participate in interscholastic and intercollegiate teams continues to increase. More equality for leadership, funding, facilities, and time is increasing as well.

CHAPTER 126

CURRICULUM, CONDUCT, TEXTBOOKS

Sec.
126.01 Definitions
126.02 Physical and health education
126.021 [illegible] purpose
126.022 Human relations training, state aid
[illegible]
[illegible] schools
126.03 [illegible]
126.05 Teacher training, effects of drugs and alcohol
126.06 Declaration of Independence and Constitution
126.07 Instruction, use of English language
126.08 Patriotic exercises

Sec.
126.09 Minnesota Day
126.10 Special days
126.11 Arbor Day
126.12 [illegible] conservation education
126.13 Length of school year
126.14 Closing of school on certain holidays
[illegible] United States flag
126.16 Special safety patrols
126.18 [illegible] license to sell
126.18 List of textbooks and prices; duties of commissioner
126.20 Eye protective devices

126.01 M.S. 1957 [Repealed, Ex1959 c 71 art 8 s 26]

126.01 DEFINITIONS. For purposes of this chapter, the words defined in section 120.02 have the same meaning.

[Ex1959 c 71 art 7 s 1]

126.02 M.S. 1957 [Repealed, Ex1959 c 71 art 8 s 26]

126.02 PHYSICAL AND HEALTH EDUCATION. Subdivision 1. Instruction required in public schools. There shall be established and provided in all the public schools of this state, physical and health education, training, and instruction of pupils of both sexes. Every pupil attending any such school, insofar as he or she is physically fit and able to do so, shall participate in the physical training program. Suitable modified courses shall be provided for pupils physically or mentally unable or unfit to take the courses prescribed for normal pupils. No pupil shall be required to undergo a physical or medical examination or treatment if the parent or legal guardian of the person of such pupil shall in writing notify the teacher or principal or other person in charge of such pupil that he objects to such physical or medical examination or treatment; provided that secondary school pupils in junior and senior years need not take the course unless required by the local school board.

Subd. 2. Training of teachers. All colleges, schools, and other educational institutions giving teacher training shall provide courses in physical and health education, training, and instruction and every pupil attending any college, school, or educational institution in preparation for teaching service shall take such courses.

[Ex1959 c 71 art 7 s 2; 1963 c [illegible] s 1]

126.021 EDUCATIONALLY NEGLECTED CHILDREN, PURPOSE. It is the public interest of the state to provide equality of educational opportunity for all school children of the state. With the greatly expanding urbanization of life in the large cities have come special educational problems in teaching children who are educationally neglected. Special efforts by the state to attempt to enhance the quality of their education in the large urban cities and on our American Indian reservations are necessary where normal educational efforts are not sufficient. As used in sections 126.021 to 126.024 "minority" means racial minority, specifically, black, Indian, orientals, and those persons of Spanish speaking ancestry.

[1971 c 936 s 1; 1974 c 406 s 16]

126.022 HUMAN RELATIONS TRAINING, STATE AID. Subdivision 1. Each school board: (1) Shall provide in any public elementary or secondary school which has 50 or more minority students in any school within said school district, a special program available on a volunteer basis for teachers, administrators, and other certificated and noncertificated personnel in such elementary or secondary school including the following:

(a) A course of training in human relations for the school years 1971-72, and 1972-73 of up to 60 hours duration of which at least 30 hours shall be provided prior to the start of each such school year. The implementation of this course shall be the responsibility of the local school board concerned with it being understood that the legislature intends that the planning, implementation, and the evaluation

PART I - CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT

A. PHYSCIAL EDUCATION

1. Aims and Objectives

The Physical Education programs in the State of New Hampshire are encouraged to provide movement experiences for all students so that they may acquire knowledges, skills and appreciation for a variety of movement experiences.

2. Structure, Organization, Administration

(I) Administrative Bodies: The New Hampshire State Board of Education is the governoring body. This is an appointed board. The New Hampshire Department of Education has one consultant in the Division of Instruction entitled "Consultant - Health and Physical Education". (See ATTACHMENT 1 for job description).[1]

The total school boards are the major authority in the development, implementation, administrative and supervision of the Physical Education programs.

(II) Levels of Instruction: Pre-school - Kindergarten is not mandatory within the state. There are many kindergartens and Head Start Programs. (Approximately 1/3 (5,000) children attend public kindergartens) Consultant services for teacher training has been provided and has now become a componenet of the training programs. Elementary physical education is required under the Elementary Minimum Standards but as yet not all elementary schools have met this standard. Financial considerations and a lack of understanding of the need and value of physical education are two of the major reasons. The state provides minimal aid and the major cost of programs is carried by the local districts.

(See ATTACHMENT 2 for elementary requirements).

Secondary physical education is not required but is recommended for 4 years. A survey taken in 1975 indicates that the majority of high schools do require physical education.

(See ATTACHMENT 3 for high school requirements and ATTACHMENTS 4&5 for survey and newletter).

Higher Education - there are a good number of colleges in New Hampshire, most of them offer physical instruction. The University of New Hampshire has three campuses at Durham, Plymouth and Keene. All three campuses prepare physical education teachers. They also provide elective physical education activity courses for non-majors. The Plymouth campus requires one year of physical education activities for all students.

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[1] Attachments 1 & 2 are enclosed with this Appendix; other attachments are in United States of America, File #3.

A.

2.

(III) Types of Instruction: These institutions also provide physical education:

New Hampshire State School (mentally handicapped)
New Hampshire Youth Development Center
Crotched Mountain

(Also refer to 2.(II)).

3. Curriculum

The curriculum in the local schools vary a great deal. We have many schools that are using a movement education approach at the elementary level. We have a Title III Project Hope operating in two elementary schools.

(See newsclipping ATTACHMENT 6).

Curriculum descriptions from both elementary and high schools are attached. (See ATTACHMENT 4&5)

Adapted outward bound programs also exist in many schools. Enclosed is a brief description of Project Challenge (See ATTACHMENT 7), one of our oldest (4 years) and most extensive program. They have been used as a training center for other schools in the state.

4. Method

Many different teaching methods are used within and amongst the schools. The emphasis and encouragement is on allowing students more decision making and responsibility in their learning. Teacher centered instruction is the most predominent style but contract learning, independent study and goal setting are practiced in many schools.

The evaluation of teachers and teaching techniques is primarily done at the local level.

5. Personnel

Certification for teaching is required. (See ATTACHMENT 8 for certification standards). The other options are rarely used. The salary for physical education teachers is commensurate to other teachers, depending solely on degrees, experience and sometimes merit. Status is more difficult to assess. In most schools the status of the physical education teacher is not as high as the traditional academics. There is also higher status attributed to the male physical education teacher (commonly called "coach") than to the female physical education teacher.

A.

5. There are many opportunities for coaching as most schools participate in inter-scholastic sports. Many of these coaches are non-physical education personnel. There are no certification requirements at present.

6. Professional Preparation

Certification for physical education teachers is granted through the State Board. (See Certification Standards). There are three programs in teacher preparation in the state. (Refer to 2.(II) Higher Education) Successful completion of these programs leads to a Bachelor's Degree in Physical Education, K-12. New Hampshire has indicated a staff development plan that requires 50 hours of educational experience every three years to be used towards continued accreditation. Those 50 hours can be taken in specific courses, workshops, and/or individualized learning programs. Summer courses are offered at all three campuses that can be used for graduate and undergraduate credit. The U.N.H. Durham program offers a Masters in Physical Education.

7. Facilities and Equipment

The majority of high schools have gymnasiums and at least one playing field. There are no swimming facilities in the schools. The few (approx. 4) schools that offer swimming use private facilities or Y.M.C.A.'s.

NEW HAMPSHIRE
STATE DEPARTMENT OF EDUCATION

CONSULTANT - HEALTH AND PHYSICAL EDUCATION

General

The Consultant in Health and Physical Education carries basic responsibility for the development and implementation of programs relating to health and physical education in elementary and secondary schools.

Nature of Work

1. Assists local school systems in the development of organized programs in health and physical education.

2. Prepares bulletins, curriculum guides, and reports for the purpose of helping local school administrators and teachers in the fields of health and physical education.

3. Develops and coordinates in-service education programs for the training and improvement of teachers in the areas of health and physical education.

4. Participates in public and professional conferences relating to health and physical education.

5. Visits schools to confer with local school staff responsible for instruction in health and physical education.

6. Assists in the development of new programs in public and private elementary and secondary schools in health and physical education.

Qualifications

1. Must meet the State Department of Education certification regulations for a supervisor in health and physical education.

2. Must have at least five years of experience, three of which must be in supervision and/or administration at the elementary or secondary school level.

3. Must hold a Master's degree and have completed one year of study beyond the Master's degree in a program normally leading to a Doctor's degree.

4. Must have knowledge of administration, supervision, teaching methods and materials, and subject matter as related to instruction in health and physical education.

** EXCERPT FROM **

GUIDELINES AND RECOMMENDATIONS
FOR
NEW HAMPSHIRE PUBLIC ELEMENTARY SCHOOLS

Kindergarten - Grade 6

State of New Hampshire
Department of Education

1966

GUIDELINES FOR PHYSICAL EDUCATION

The following guidelines would apply to a good elementary school program. Each school system should strive to meet all of the following goals as time, money, and facilities will allow.

1. For grades 1-6, schedule one period per day, five days each week, minimum 15 minutes, exclusive of recess and time spent in dressing and showering.

2. Maximum class size should not exceed 35 pupils, unless special organization and leadership makes possible the effective handling of larger groups.

3. Teaching load should not exceed 200 pupils per day, with adjusted work load for those who direct extra-class and complementary program.

4. Pupils should participate 15 minutes per day in sustained conditioning exercises and developmental activities. In the remaining available time, a variety of activities should be provided.

Elementary physical education programs should have the following aims:

*The elementary physical education program should be a part of the total physical and health education program, K-12. Activities taught should be sequential from grade to grade.
*The activities should provide for organic, neuromuscular, interpretive-cortical, and emotional-social growth.
*The needs and expectations of the community should be taken into consideration in the selection of activities.

Some Suggested Activities

- Pupils in the primary grades should be provided with a daily program of developmental exercises and activities.
- Every child in good health should run every day if possible.
- During each physical education period, all children should participate in a minimum of three vigorous activities.
- The curriculum should include a broad scope and balance of physical activities that promote well-rounded physical, social, and intellectual development. The program should contain a core of physical fitness activities designed to develop strength, speed, agility, balance, coordination, flexibility, muscular endurance, good posture and body mechanics, and organic efficiency.

Grades 1-3

Place emphasis upon learning the fundamentals of movement and building a foundation of physical fitness.

Activities can include walking, running, hopping, skipping, balancing, jumping, sliding, catching, climbing, hanging, throwing, rhythmical activities, creative movement experience, simple games, stunts, and tumbling.

Grades 4-6

The core of the physical fitness program in grades 4-6 should continue the emphasis on development of the back, chest, shoulders, and arms. Class instruction should include fundamentals of sports, skills in several team sports, track and field, and simple forms of individual and dual sports. Also use folk dances and other rhythmical activities, simple games involving running, tumbling, and gymnastics. Give simple tests of skills and knowledge.

SUGGESTED EQUIPMENT

Essential

Mats
Vaulting box
Balance beam (8" x 16' & 3'
  above the ground)
Climbing ropes
Record player
Piano
Volleyball standards
Softball
Basketball backstop and goals

Ideal

Rebound tumbling
  (trampoline)
Parallel bars
High jump standards
Soccer goal posts

SUGGESTED FACILITIES

Essential

Playroom area cleared 40' x 40'
Field area cleared and flat

Ideal

Gymnasium 50' x 80'.
  dressing and shower
  facilities
Field area and paved area
  for court games

The guidelines contained in this report are in line with the suggestions from the President's Council on Youth Fitness. As previously mentioned, this program could be adopted in the situation where length of school day, budget, staff, facilities and equipment are in line with the physical needs of today's elementary school children.

6. PHYSICAL EDUCATION

Physical education shall be taught in the elementary school. The physical education program for each child shall include experiences for his physical growth and development. The well planned physical education program includes games, contests and activities that develop strength, vigor, vitality, skills and coordination for personal and social accomplishments. It aids the child in developing desirable attitudes for his own well-being. (See, "Guidelines and Recommendations for New Hampshire Public Elementary Schools," dated, 1966.)

B.

J. PUPIL'S COURSE LOAD AND GRADUATION REQUIREMENTS

The minimum course load for a pupil is four units per year with at least 16 units required for graduation. Of the sixteen units required for graduation, a total of not more than one unit may be earned in courses for less than one unit of credit which require less than 250 minutes of class time per week. Not more than one unit per year nor more than two units of the sixteen required for graduation may be correspondence courses.

Exception: In cases of illness or low student ability the course load may be spread over five years.

Some schools may wish to require more than 16 units for graduation in order to give academic credit for a variety of part-time courses such as physical education, library science, speech, guidance, and health. Such provisions are permissible under the standard given above.

Students may earn graduation credit through successful completion of appropriate television courses, summer school courses, and similar opportunities, provided this type of study is acceptable to the local school administration and meets current State Department of Education regulations.

Recommendation:

In addition to the required courses, each pupil's school program should be developed in accordance with his demonstrated abilities, interests, and needs. Many pupils will profit from a fifth course each year. In addition, pupils should be encouraged to participate in the school activity program.

K. THE PROGRAM OF GENERAL EDUCATION FOR THE STUDENT

The needs, abilities, and future plans of high school students vary widely. Because this is so, programs for students should be developed individually rather than in accordance with rigid and inflexible "courses of study."

Nevertheless, each student must receive a balanced program which requires some study in each of four fundamental areas -- language arts, social studies, science, and mathematics. Thus, each pupil shall successfully complete a minimum program of 16 units for graduation, including 8 units as outlined below:

English	4 Units
Social Science (U. S. History required)	2 Units
Mathematics	1 Unit
Science	1 Unit
Total	8 Units

2 [illegible] 1/5

Recommendation:

In addition to the course requirements noted above, each student will elect a minimum of eight additional units to complete the graduation requirements. These electives should constitute a program uniquely suited to the needs, interests, abilities, and plans of the individual student. Of course, within this framework of flexibility, pupils should be encouraged to follow a purposeful sequence of studies. Because the range of individual differences is great, each school should make available a diversity of courses sufficient to provide equal educational opportunities for all its students.

While 16 units will suffice for graduation, students of superior ability can and should take more and should be encouraged to do so.

L. PHYSICAL EDUCATION

Physical education should be offered at least two periods a week throughout the four-year program. If credit is given, it should be given outside of the usual 16-unit pattern required for graduation.

It is not intended that the normal program of interscholastic and intramural athletics be considered as a substitute for a planned program of physical education.

MINIMUM STANDARDS AND RECOMMENDED PRACTICES FOR
NEW HAMPSHIRE HIGH SCHOOLS
GRADES 9 - 12 Effective September, 1963

SECTION III

HOW TO BECOME A CERTIFIED EDUCATOR IN NEW HAMPSHIRE

The New Hampshire State Board of Education recognizes that persons may become qualified as educators through a variety of educational and life experiences.

Therefore, the following alternatives to becoming a certified educator in New Hampshire are made available to applicants.

Alternative 1: APPROVED PROGRAMS IN NEW HAMPSHIRE

The primary means for gaining certification in New Hampshire is through New Hampshire State Board of Education approved programs of professional preparation in education.

Teachers, education specialists and administrators receive their specific certification by:

(a) successful completion of the approved program
(b) the written recommendation by the designated official of the institution
(c) application to the New Hampshire Department of Education, Office of Teacher Education and Professional Standards.

Institutions wishing to prepare educational personnel leading to New Hampshire certification request approval for such programs from the State Board of Education. Visitation teams are sent to the institution for a review of these professional programs by the New Hampshire Council for Teacher Education which forwards its recommendations for approval to the State Board of Education for action.

For the current listing of approved programs in New Hampshire, contact the Office of Teacher Education and Professional Standards
State Department of Education
State House Annex
Concord, NH 03301

Alternative 2: STATES OTHER THAN NEW HAMPSHIRE

The State of New Hampshire participates in a reciprocal agreement, The Interstate Certification Compact, with several states and territories of the United States.

The Compact covers (a) the graduate of an approved collegiate program with less than three years teaching experience; and (b) the experienced teacher with the required type and length of service as follows:

(a) **Graduates** of programs approved by the State Department of Education of one of the compact states, and, who have less than three years of teaching experience, are eligible for the initial approval which is issued to graduates of programs approved by the New Hampshire State Board of Education.

(b) Experienced teacher with at least three years experience. Holders of certification based on a baccalaureate or higher degree with at least three years successful regular teaching experience in the past seven years (including at least two years under the certificate in question), meet the educational requirements for a comparable certificate at the initial regular level in any of the participating states.

Application should be made directly to the state education agency of the state from which the applicant wishes a certificate requesting certification under the Interstate Certification Compact.

For the current listing of compact members, contact the
Office of Teacher Education and Professional Standards
State Department of Education
State House Annex
Concord, NH 03301

NOTE: For applicants from a state not a member of the Interstate Certification Compact, please see **Alternative 3: Demonstrated Competencies and Equivalent Experiences.**

Alternative 3: DEMONSTRATED COMPETENCIES AND EQUIVALENT EXPERIENCES

Candidates for certification who have gained the competencies, skills and knowledges through means other than Alternative 1: Approved Programs in New Hampshire or Alternative 2: States Other Than New Hampshire, may request teaching, administrative or education specialist certification on the basis of demonstrated competencies and equivalent experiences.

A detailed description of the candidate's background should be submitted, with three to five references from persons who can attest to the candidate's demonstrated competence in the area for which certification is being sought.

In addition, candidates under Alternative 3 will be reviewed by a Board of Examiners who will base their recommendations for certification on all or some of the following: preliminary materials presented; results of written examinations; personal interviews; on-site observations.

The Board of Examiners will be selected by the Office of Teacher Education and Professional Standards and will be comprised of three members: two in the area of the candidate's specialization, and one from the Office of Teacher Education and Professional Standards. The Board will present a written recommendation for certification to the Office of Teacher Education and Professional Standards.

Any costs incurred for examinations, test scoring, purchase of materials, proctors, etc., will be borne by the applicant.

NOTE: Persons from states not party to the Interstate Certification Compact (Alternative 2: States Other Than New Hampshire) who have successfully completed an approved program in those states may apply for certification on the basis of the equivalency of the training and experience comparable to New Hampshire program approval standards and requirements. Such applications will be handled on an individual basis. The New Hampshire State Department of Education reserves the right to determine whether such persons should follow the process described above.

For additional information, contact the
Office of Teacher Education and Professional Standards
State Department of Education
State House Annex
Concord, NH 03301

Alternative 4: INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN (Restricted)

This Alternative is restricted to those individuals who qualify under the following specific conditions:

..CANDIDATES RECOMMENDED FOR EMPLOYMENT UNDER THE CRITICAL STAFFING CLAUSE (See Section VII)

..CANDIDATES RECOMMENDED FOR EMPLOYMENT IN THE VOCATIONAL SPECIALTIES (See Section X)

..CANDIDATES OF EXCEPTIONAL PROMISE FOR WHOM A SCHOOL DISTRICT WISHES TO DEVELOP A TRAINING PROGRAM LEADING TO CERTIFICATION-AS A PRINCIPAL (See Section IX)

..CANDIDATES RECOMMENDED FOR EMPLOYMENT AS BUSINESS ADMINISTRATORS WHO HAVE NOT COMPLETED A STATE APPROVED PROGRAM IN BUSINESS ADMINISTRATION (See Section IX)

The entry requirements for candidates under the Individualized Professional Development Plan are:

For **Elementary Teachers recommended for employment under the CRITICAL STAFFING CLAUSE:**

Bachelors degree from a college or university approved by the New Hampshire Post Secondary Education Commission.

Secondary Teachers recommended for employment under the CRITICAL STAFFING CLAUSE:

Bachelors degree from a college or university approved by the New Hampshire Post Secondary Education Commission, *with* the collegiate major area of study compatible with prospective teaching assignment.

For Candidates recommended for employment in the VOCATIONAL SPECIALTIES:

Demonstrated vocational competence to the satisfaction of the Superintendent of Schools, in consultation with the local Vocational Director, *and* at least four years of recent successful full-time working experience in the area in which the candidate may be employed; or, have completed a two-year Vocational Technical program *and* have at least two years of recent full-time working experience.

For Candidates of exceptional promise recommended by a school district for certification as a PRINCIPAL

Bachelors degree from a college or university approved by the New Hampshire Post Secondary Education Commission, *and* has demonstrated exceptional promise as a potential educational/instructional leader to the satisfaction of the Superintendent of Schools.

NOTE: Through the extent of the training program, the candidate will be certified as an Intern and as such may not assume the full legal authority and responsibility of a Principal during this Internship.

For **Candidates recommended for employment as BUSINESS ADMINISTRATORS who have not completed a state approved program *in* Business Administration**

Demonstrated the equivalent of completing an approved program in Business Administration through experience in comparable business management position, to the satisfaction of the Office of Teacher Education and Professional Standards.

Process for Establishing Individualized Professional Development Plans

The educational plan of professional preparation should be based on an assessment of the particular strengths and weaknesses of the candidate and the resources available for learning. Included in every plan should be a description of the competencies the candidate must acquire and the means by which these will be attained, demonstrated and evaluated. The plan should be based on demonstrated competencies as described in these standards.

The plan should be developed and agreed to by (1) the candidate, in consultation with the local Staff Development Committee, and (2) the Superintendent of Schools. In addition, the Superintendent of Schools, in consultation with the Staff Development Committee, will designate at least one person to act as the candidate's Local Teacher Educator, who will be responsible for implementing the plan and supervising the candidate.

The Superintendent of Schools will submit the plan, along with the identification of the Local Teacher Educator, to the Office of Teacher Education and Professional Standards, requesting approval.

The Office of Teacher Education and Professional Standards will review the plan for content, performance objectives, evaluation of resources to be utilized, degree of commitment of the people involved, the quality of the support system for the candidate and the quality of the needs assessment for the candidate. The Office of Teacher Education and Professional Standards will relay approval or suggested changes of the plan to the Superintendent of Schools.

Three progress reports are to be made annually (November 1; January 15; March 15) by the Local Teacher Educator and given to the candidate, with copies filed with the Office of Teacher Education and Professional Standards, through the Superintendent of Schools.

An Individualized Professional Development Plan will be cancelled if the candidate fails to attain the skills and knowledges specified in the original plan. When such action occurs, the Superintendent of Schools of the sponsoring district must provide written notification to the Office of Teacher Education and Professional Standards.

Granting Certification

When an Individualized Professional Development plan is successfully completed, the Superintendent of Schools, in consultation with the Local Teacher Educator and the local Staff Development Committee, will provide written notification to the Office of Teacher Education and Professional Standards, attesting to the candidate's acquisition and demonstration of skills, competencies, and knowledges in the plan. Upon approval of the candidate's record, the Office of Teacher Education and Professional Standards will grant appropriate certification.

For additional information, contact the
Office of Teacher Education and Professional Standards
State Department of Education
State House Annex
Concord, NH 03301

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER
FOR INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

Division of Physical Education and Recreation*

The New York State Education Department reviews and accredits school programs.

The only physical education evaluation instrument developed and utilized by all local school districts in the State is a Physical Fitness Test. While test scores, other records and curriculums are not sent to the New York State Education Department, such data are subject to call by the State Education Department.

The elementary and secondary curriculum has been established by the State Education Department to encourage a broad and varied program of activities. The program endorsed is one that will provide for individual students' abilities and interests. The State Education Department mandates minimum time requirements. Programalternatives are suggested. Deviations from regulations are permissible when such requests are made known and approved as temporary alternatives by the State Education Department.

Athletics are an integral part of physical education and, as such, are also governed by State regulations.

Athletics for girls and boys are further subject to league eligibility, sports standards and playing rules by the New York State Public High School Athletic Association (NYSPHSAA). Presently, there is a total of 1,579 member schools conducting 28 sports for boys and girls. The New York State Public High School Athletic Association works closely with the New York State Education Department. Nationally, the New York State Public High School Athletic Association is a member of the National Federation of State High School Associations. It should be noted that associations involved in school programs may only establish rules that do not conflict with New York State law or regulations.

In addition to the New York State Public High School Athletic Association, there are four other athletic associations in the State: the New York State Catholic High School Athletic Association, the Public School Athletic League of New York City, the State Association of Independent Schools and the New York City Metropolitan Independent Schools. Together with the New York State Public High School Athletic Association, they comprise the State Federation of Secondary School Athletic Associations.

Regarding teacher preparation programs, the New York State Education Department establishes minimum requirements and approves all developed programs. Certification requirements and approval for physical education and coaching are also determined by the State Education Department.

Within such a broad spectrum of state responsibility for insuring adequate programming in physical education and athletics, there is great flexibility. All local school districts have boards of education. Boards of Education are required to support and provide for the implementation of the law and regulations. Beyond any state mandates, "Boards" may establish policies, additional programs and activities to meet their local needs.

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*See also Appendices C and D.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Division of Health, Physical Education and Recreation

The Physical Education Requirement

The following is intended to clarify the responsibility of local school districts relative to the physical education requirement.

Education Law, Sections 803 and 3204, and Regulations of the Commissioner of Education, Section 135.4, mandate physical education for all pupils in the schools of New York State. Section 103.2 of the Regulations specifies that in order to secure a State diploma of any type, a pupil must satisfactorily complete the physical education requirements. A pupil is required to participate in physical education each year he is in school prior to graduation.

Boards of education have the power to establish reasonable requirements and standards for the physical education program just as they do for other subjects. Such standards must provide for program adaptations to meet the needs and capacities of individual pupils. Attendance and participation should be considered among the criteria for completion of the physical education requirement.

Boards of education have the responsibility to take appropriate measures to insure that pupils participate in the program. Action taken must, of course, be reasonable under the particular circumstances. In the final analysis, each situation must be judged on its own merits.

It should be emphasized that it would not be reasonable for school authorities to ignore a refusal to participate or a mark of "incomplete" in physical education through a school year and then attempt to deny graduation or advancement. They should act in the same manner that they would with respect to any other required course.

George H. Grover
George H. Grover
Director, Division of Health,
Physical Education and Recreation

Bernard Haake
Bernard F. Haake
Assistant Commissioner for
Instructional Services
(General Education)

August, 1972

Robert L. Leake, Specialist
Health, Physical Education and Recreation

UNESCO SURVEY REPORT
STATE OF UTAH
December 1975

Introduction. Good physical education is a matter of urgency. As our society gets more deeply involved in automation and labor saving gadgetry, most students (and adults) experience a decline in personal physical fitness and organic vigor.

Today the world is almost electric with conflicting ideological differences. To allow Utah's youth to become increasingly soft and physically unfit in this age when demands of extraordinary vigor and mental alterness may be needed,is to join in a pacifist crumbling of the strength which helped to build this state and this nation.

Many of the degenerative diseases which are plaguing America have a portion of their roots and beginnings in the inactive, sedentary, free-from-physical-stress lives which adults are providing for children and youth.

The ever increasing leisure has brought new demands upon the school. No longer can schools ignore and leave to mere chance the prepartion of youth for wholesome use of leisure. Students need to be able to use leisure time well, to budget it wisely by balancing activities which satisfy the individual and maintain fitness with those that are socially useful.

Response To Survey Questions

1. Aims and Objectives.

   a. To make an optimum contribution through regular physical activity to the organic vigor, biological efficiency, and physical fitness of each student.

   b. Through movement and selected physical activities, to develop neuromuscular coordination, including motor skills, rhythmical response, and spontaneous creative activity.

   c. To prepare youths to be skillful and knowledgeable participants in a variety of sports, rhythms, games and recreational activities now--as well as in their future adult life.

   d. To involve youths through sports, games, and rhythms in social situations where leadership, cooperation, fair play, self control, sportsmanship, acceptance of rules, and the acceptance of officials are developed. To contribute in a major way toward the perpetuation of the democratic way of life including respect for individuals and their inherent strengths and weaknesses.

   e. To help each student acquire the concept that man was created as a biological organism with joints, muscles, tendons, ligaments, etc., needing regular physical activity, and that regular physical activity enhances overall health of the normal person; whereas the limited inactive, sedentary, spectator life decreases overall health and physiological efficiency.

f. To help each student to acquire the concept and to experience and appreciate that participation in vigorous physical activity offers release of tension and restorative and recreative values to the individual.

g. Students will by personal choice and decision participate regularly in vigorous physical activities with an awareness of the values and benefits it offers them.

h. Students understand the medical and scientific role that regular vigorous exercise plays in maintenance of weight, reduction of heart disease risks, and general health.

2. Structure, organization, administration

a. Physical education in Utah is promoted by the Utah State Board of Education where one of its staff members is responsible for Health, Physical Education and Recreation, and a second staff member devotes 1/5 of his time in physical education for handicapped children and youth. Both staff members are in the Curriculum Division under the Deputy Superintendent of Instructional Services. The State Board is comprised of twelve persons elected by the public. The Board appoints a State Superintendent of Public Instruction who in turn selects a staff to help with general supervision and control of Utah's public schools -- grades kindergarten through twelfth grade.

b. The State Board of Education has defined physical education to be one of eleven curriculum areas that should be included in elementary schools. Physical education in secondary schools is required by the State Board via graduation requirements which call for a minimum of one semester (90 days) in the 7th, 8th, and 9th grades, and one semester (90 days) in each of two years in grades 10, 11, and 12. Many local school districts and individual schools exceed this state minimum and offer daily physical education for approximately 50-55 minutes each day for the entire school year.

c. Utah has 40 school districts all of which are relatively autonomous., They must, however, operate within the general standards and policies outlined by the State Board of Education. Five of the 40 local school districts have physical education supervisory personnel. All five are in large districts along the Wasatch Front (Wasatch Mountains) where approximately 75 percent of Utah's school population resides.

d. Instruction is usually by the elementary teacher in grades kindergarten through grade six, and by a professionally prepared B.S. Degree teacher in the junior high schools (grades 7, 8, and 9), and the senior high schools (grades 10, 11, and 12).

c. Physical education is financed as part of the general curriculum of the public schools-- taking its place with other subjects like English, mathematics, science, social studies, foreign languages, etc. It does not benefit from ear-marked funds as is the case for drivers Education, special education, vocational educational education, etc. Approximately 60 percent of the operational funds for schools in Utah comes from the state with the remaining 40 percent coming from local county and school district property tax levies. It is of interest that Utah has 40 local school districts, but only 29 counties.

3. Curriculum

a. State recommendations and requirements in school physical education are:

Elementary schools -- 30 minutes daily recommended.
Junior High schools -- 55 minutes daily for a minimum of 90 days out of a 180 day school year for grades 7, 8, and 9-required.
Senior High schools -- 55 minutes daily for a minimum of 90 days out of a 180 day school year in two of the three years -- grades 10, 11, and 12 - required.

b. In practice, some elementary schools fail to include an organized effort in physical education. Secondary schools all offer organized programs with varying degrees of quality. Credit is given in all programs. Whereas many secondary school programs separated boys and girls in the past, coeducational physical education is becoming more common today. Much of this is attributable to Title IX of the Elementary and Secondary Ammendments of 1972, a Federal Law.

c. In most cases physical education programs are more sports oriented than exercise oriented; although most programs include some exercise activities. The attached chart ("Program Emphasis In Secondary Schools") outlines the emphasis in the State Curriculum Guide For Secondary Physical Education. Please note that fitness producing activities represent the continuity through all the school years whereas there is a decreasing amount of time recommended for team sports as a student progresses from grades 7 to 12. This is coupled with an increased amount of time devoted to leisure skills and lifetime sports from grades 7 to 12.

d. Physical education in the public schools of Utah encompasses folk, square, social, ballroom, and creative dance.

e. About 50 percent of the summer programs at the school site and away from the school site are devoted to athletic training and conditioning. Most of these involve a substantial emphasis on weight training. The other 50 percent encompasses a relatively wide range of activities such as sports skills, skills clinics, dance, swimming, outdoor education, etc. More than half of the 40 local school districts offer summer physical education and sports programs.

f. Several special programs are offered in the summer for handicapped students. Typically these special programs are the cooperative efforts of both the local school districts, various teacher training institutions, and non-profit service agencies.

4. Methods

a. Most physical education classes are taught on the basis of the whole-part-whole approach. Methods and approaches to instruction are more similar to methods employed in general education than they are dissimilar. Guided discovery, movement exploration, and movement education have in recent years become the more accepted approach to elementary school physical education. Secondary school methods have changed little where a teacher-centered program is the usual, and when units of instruction occur by calendaring of various activities and sports throughout the school year.

b. Student evaluation often includes standardized fitness testing, sports skills testing, attendance and showering logs, participation, and a subjective judgment by each individual teacher. Girls much more oft n than boys are required to take written tests about the activity and skills being learned. Skill tests are used in many team and leisure sports.

5. Personnel

a. Secondary school physical education teachers are required to possess a four year B.S. Degree major or minor in physical education. In 1974-75, 98.7 percent of all secondary physical education classes in the state were being taught by teachers with such preparation. It is of interest that 72 percent of the secondary school health education classes are taught by physical education teachers. Thus the prepartion of physical education teachers need to include some help to get ready to teach both physical and health education even though philosophically many professionals do not appreciate this professional relationship.

b. Class sizes vary markedly from school to school and district to district. The typical class has 35 to 40 students. Some Wasatch Front schools have as high as 60 students per class which represent a challenging teaching situation for teachers. Large classes often continue to entrench a curriculum of team sports rather than a move toward offering a wide variety of life time sports in the secondary schools.

c. Salaries of physical education teachers are equitable with all other teachers. Physical education staff members, in fact, earn more than most teachers via the extra-curricular programs of competitive athletics. Other extra coaching pay is given in all 40 local districts.

d. A limited number of para-professionals serve in the schools. Few of them are assigned to work in the physical education program. A few volunteers serve in schools. Some volunteers do serve in physical education and sports where their special talents augment the professionally trained teaching and coaching staff. Coaches must be certificated teachers to coach in Utah's seconday schools.

e. All elementary teachers are required to have a four year B.S. Degree, however, a substantial number of elementary teachers graduate void of any preparation in physical education and movement. This requires staff members of the State Board of Education and local districts to conduct intensive teacher in-service work in an attempt to fill in this preparation void. Elementary physical education specialists are limited, although there may be a bigger need for them in the near future as elementary physical education receives more time, attention, and impetus.

6. Professional Preparation

a. To become a certificated physical education teacher in Utah requires that the candidate complete an approved program (approved by the Teacher Certification Office of the State Board of Education) at a recognized and accredited university or college. The teacher certification office in each teacher training institution must recommend the candidate to the State Board of Education for certification. Prospective teachers must complete an approved major or minor program of studies.

b. Specialists and supervisory personnel are required to obtain a supervisory endorsement or certificate which involves 90 quarter hours of work beyond the four year B.S. Degree major.

c. Colleges and universities are totally autonomous in Utah and are not required to meet any district qualifications for teachers who in turn prepare teachers for the public schools. In practice many of their staff members meet state teacher certification requirements, however, this is voluntary on the part of the institution. A number of sports and dance artists teach at colleges and universities without meeting typical educational preparation requirements.

d. Typically on college and university campuses, younger faculty members are assigned activity courses whereas older faculty members including those who have obtained doctorates teach the "professional" courses.

e. Utah has six teacher preparation institutions. They are:

(1) University of Utah - (25,000 approximate enrollment) where physical education is housed in the College of Health Sciences. The College is administered by the vice president over the Colleges of Medicine, Nursing, Pharmacy, etc. (107 are currently enrolled as majors).
(2) Utah State University - (10,000 approximate enrollment) where physical education is a department within the College of Education. (175 are currently enrolled as majors).
(3) Weber State College - (11,000 approximate enrollment) where physical education is a department within the School of Education. (145 are currently enrolled as majors).
(4) Southern Utah State College - (2,000 approximate enrollment) where physical education is a department within the School of Education. (152 are currently enrolled as majors).
(5) Brigham Young University - (25,000 approximate enrollment) where physical education is in the College of Physical Education. (724 are currently enrolled as majors).
(6) Westminister College (1052 approximate enrollment) where physical education is a department within the School of Education. (37 are currently enrolled as majors).

f. Summer courses, extension classes, workshops, seminars, and institutes both on and off college and university campuses are the usual in Utah, and credit earned can lead to advanced degrees, salary lane changes, and recertification. The State Board of Education and local school districts, also, have the authority to offer recertification credit for workshops and seminars meeting certain standards and which are approved in advance.

7. Facilities and Equipment

a. Utah is in a favorable position when it comes to facilities and equipment. Five of the six teacher preparation institutions have outstanding facilities. Most secondary schools have good to excellent facilities. Elementary schools are more varied, however. There is a large general purpose activity room in almost every school. Newer schools (those built since 1969) often have two large rooms for activity. Outdoor areas at all levels -- elementary, secondary, and college -- are in most cases adequate. Schools own and control all of these facilities. A substantial number of swimming pools and a few handball courts and ice rinks have been a cooperative building venture between the local school and the community.

b. Three universities have human performance laboratories (University of Utah, Brigham Young University, Utah State University). Stadiums for football exist at all teacher preparation institutions and at all high schools. Professional libraries exist at all six teacher preparation institutions, with Brigham Young University, Utah State University, and the University of Utah having extensive collections.

c. Utah has 15 active ski resort areas. Some schools use these areas on a contract basis for instruction, lift passes, etc.

d. About 12 of Utah's 40 local school districts have established outdoor education camps in Alpine settings in the mountains.

8. Research

Research initiated and completed in physical education by the public schools has been mostly limited to status surveys, teacher preparation surveys, student interests, etc. Many masters and doctors thesis are the result of research in this area from Brigham Young University, Utah State University, and the University of Utah.

9. Evaluation

a. Evaluation of physical education occurs in several different ways. All six teacher training institutions must be visited periodically by an accreditation team from the State Board of Education. They also must participate in regular accreditation visits by the Northwest Accreditation Association. All major or minor program changes or new programs must be prior approved by the staff of the State Board of Education.

b. All high schools in Utah must participate in a full scale team evaluation and accreditation visit every ten years. This involves an in-depth look into all facets of the school's physical eucation program including curriculum, staff, facilities, equipment, standards, policies, etc.

c. State junior high school and elementary school accreditation standards have been written, however, accreditation at these two levels is voluntary.

d. Evaluation and accreditation teams for all levels are usually assigned through the accreditation specialists at the State Board of Education.

e. In addition to these formal evaluation visits, the State Specialist for Health, Physical Education, and Recreation responds to dozens of requests each year to assess and evaluate programs, facilities, etc.

PROGRAM EMPHASIS IN SECONDARY SCHOOLS

Throughout the secondary school years of physical education attention must be given to organic vigor and the development and maintenance of physiological fitness. This is a common thread through all years, grades 7 through 12.

Team sports and the skills of team sports should receive major attention during the junior high years. Individual and dual sports with high carryover value for adult life should receive major attention during the senior high years.

The following chart gives an example of desirable program emphasis at each grade level.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
PHYSICAL FITNESS - ACTIVITIES SPECIFICALLY DESIGNED FOR PROMOTION AND MAINTENANCE OF PHYSIOLOGICAL FITNESS --- Calisthenics - continuous vigorous exercise routines - jogging - cross country run - obstacle course - weight training	25%	25%	25%	25%	25%	25%
TEAM GAMES TEAM SPORTS AND GROUP ACTIVITIES --- flag football - soccer - speedball - flickerball - basketball - volleyball - softball - relays - folk dance - square dance	50%	45%	40%	35%	30%	25%
LIFETIME SPORTS AND OTHER INDIVIDUAL AND DUAL ACTIVITIES --- tumbling - gymnastics - wrestling - swimming - golf - tennis - badminton - bowling - archery - track and field - ice skating - skiing - bicycling - modern dance - social dance	25%	30%	35%	40%	45%	50%

UNESCO CONFERENCE REPORT
STATE OF UTAH
(Continued)

SPORTS IN THE SCHOOLS

Introduction

In Utah sports clubs and intramural and extramural sports competition are directly controlled within each school and within each local school district. Interschool sports competition is administered and controlled by the Utah High School Activities Association.

1. Aims and Objectives

   A. Intramural - sports clubs - extramurals

      (1) To provide all students an opportunity to experience the thrilling world of sports competition.

      (2) To place students in situations that will foster the development of attitudes favorable to democratic leadership and cooperation through practical experience.

      (3) To instill the habit of voluntary participation so that this type of participation may continue to give personal pleasure throughout life.

      (4) To provide competition to the degree that satisfies the needs of each individual student.

      (5) To demonstrate convincingly that through organized activity leisure time can be well spent in intramural participation.

      (6) To offer students an opportunity to improve their own sports skills and strategies through organized competitive play.

      (7) To design the program so that students will be motivated to take the next step from voluntary physical education to extramurals or interscholastic activities.

      (8) To assist the student in his social development by providing contacts and associations with different persons and groups, both at the school and in the community.

      (9) To provide all students an opportunity to be a member of a team.

      (10) To evaluate the effectiveness of the physical education program by:

         a. the enthusiasm and sportsmanship with which the students participate,
         b. the number of students who engage in the program, and
         c. the general skill of performance demonstrated in intramural play.

B. Interschool Sports

The purpose and aims stated in the Utah High School Activities Association Handbook are:

(1) "Stress the cultural values, the appreciations and skills involved in all competitive activites and to promote co-operation and friendship."

(2) "Encourage those interdistrict programs of activities which may be looked upon as promoting the general accepted objectives of secondary education."

C. Male and female participation and sports for all.

Intramural sports clubs, extramural and interschool sports play is generally promoted for both young women and young men in Utah. The Utah High School Activities Association administering interschool competitive programs for girls is new. The first state championships were held during the 1972-73 school year. The Association has sponsored organized competition for boys, however, since 1927. Intramural play has existed for both sexes from the beginning of physical education programs in the public schools.

2. Structure, Organization, Administration Content

(See attached sheets)

Utah high schools have participated with Japan, a wrestling competition exchange program, and with Australia on a vist by a basketball team.

3. Personnel and Professional Preparation

A. It is a generally accepted practice that all coaches in Utah's public schools must be certificated teachers. This a requirement for high school competition programs. Teachers must have a four year B.S. Degree and a teaching credential to coach. About 90 percent of all high school coaches are physical education professionals.

B. To date Utah has not prescribed standards, policies, or certification for high school athletic trainers, etc.

C. Few, if any, para professional personnel work in the competitive sports program areas.

4. Facilities and Equipment

Elementary

Softball diamonds
Grassed areas for flag football, soccer, etc.
Indoor multipurpose area for activity

Junior High Schools

One or two gymnasiums
One or two gymnastic-wrestling rooms
Softball diamonds
Soccer, flag football, speedball sodded areas
Some have tennis courts
Some have swimming pools
Some have baseball fields
Some have 440-yard running tracks
Almost all have jumping pits
Some have weight-training rooms.

High Schools

Usually one large dividable gymanisum or two separate gymnasiums
4 to 8 tennis courts baseball field
Softball fields
A Baseball field
A football field and bleachers for spectators (stadium)
440 yard track
Jumping pits
Dance studios
Wrestling rooms
Weight training rooms
Some have swimming pools
A relatively few have racquetball and handball courts
Some now have indoor synthetic surfaced general practice areas.

Colleges and Universit Colleges and Universities

Utah colleges and universities for the most part are blessed with unbelievable facilities. They include multiple numbers of gymnasiums, swimming pools, handball courts, softball diamonds, practice fields, intramural fields, golf driving cages, putting greens, gym-nastic gymnasiums, dance studios, research laboratories, football stadiums, 440-yard all weather running tracks, etc.

5. Research

Colleges and universities in cooperation with public schools have recently done research in areas of the absence or presence of drugs in urine of state wrestling participants, personality characteristics of female and male athletes, skill testing of athletes, body builds and fat levels of athletes, milk intake and athletic performance, nutrition of athletes, etc.

6. Evaluation

Most of the evaluation is subjective. Student input is felt and usually makes a difference at the intramural, sport club, and extramural levels. Interschool competition is often evaluated on won-loss records and also gate receipts. There has been many overt efforts to improve the sportsmanship of spectators at high school contests. This remains a problem each year however. Some schools have gone to afternoon play for basketball games to avoid the problems consequent to holding contests at night.

The addition of new sports for boys on the interschool level is almost impossible. Current programs and coaches do not want to spread out neither the talent nor the money any more. Serious efforts, without success, have been made to get skiing and soccer on the sponsored list. The addition of girls sports has been somewhat easier since the program just started in 1972-73.

The concept of sports for all is given lip service, however, varsity athletics for both goys and girls continue to gobble up the lions share of teachers' time, teachers' energies, facilities, budgets, and school priorities. Colleges and universities typically do a better job than public schools with program implementation of sports for all.

Part II Alternatives and Perspectives for Physical Education and Sport. 1976-1980.

A. Inasmuch as physical education and sports are already an integral part of the education program, Utah does not face the challenge to achieve this. Utah's challenge is how to improve the quality of the daily program, intramurals and extramurals, sports clubs, and interschool competition.

Much needs to be done to expand the approved sports on a state level so that students with interests in sports other than the six approved for girls, and the nine approved for boys are met. Schools, however, must also keep the overall sports picture in perspective. Schools cannot practically offer and finance everything.

B. We would encourage more exchange visits by college and secondary school teams in those activities currently being sponsored by the Utah High School Activities Association.

As to the financing of such exchanges, it may well be best handled by the State Department of the Federal Government.

		INTRAMURAL	S CLUBS AND XTRAMURAL	INTERSCHO COMPETITIO
A.	Classification	Usually by grade level, although junior high schools typically use age, height, weight classification for wrestling and track and field	Classification systems are not typically used beyond school representation.	High Schools are classified by enrollement into four groups for competition. They are 4A, 3A, 2A and 1A.
B.	Medical Requirements & Care	Physical examination recommended	Physical examination recommended	Physical examination recommended
C.	Insurance & Liabilities	Insurance coverage recommended	Insurance coverage recommended	Insurance coverage required
D.	Financial support in relation to the total budget	Minimal financing available, however school funds and some community recreation funds are often used.	Financing at this level has often been left up to monies the students, coaches, and club sponsors can raise via fund raising projects, participants merely pay their own way.	Adequate funding is typically available. Both gate receipts and school funds are used.
E.	Ratio of financial support for men's and women's programs	Support is equitable for both sexes. Often more boys elect to participate than girls, thus expenditures many be greater for boys.	Typically at this level it has made little difference. Students, whether male or female, usually generate their own funds. Most sports clubs are coeducational.	In the past, funds for boys have been totally dominant over funds for girls. Expenditures for girls now, however, is beginning to approach a more equitable portion. The total number of boys involved continues to exceed the total number of girls. Expenditures now are based on need to participate in the Utah High School Activities Association sponsored sports.

	INTRAMURALS	SPORTS CLUBS & EXTRAMURALS	INTERSCHOOL COMPETITION
[illegible] ative direction for scheduling, organizing, conducting.	Kept within the school where it is usually the responsibility of the physical education department or in some instances the community school director.	This is usually done on an informal basis often with little direct administrative direction, sanction, or support.	**Explicitly controlled** by eleven regions of the Utah High School Activities Association.
B. Segregated or Coeducational	Some activities are conducted coeducationally. About 50 to 75% are segregated for boys or girls.	Except for extramurals in basketball and flag football, almost all sports clubs are coeducational, i.e. ski clubs, mountain climbing clubs, Karate clubs, fencing clubs, dance clubs, etc.	Separate programs are offered for boys and girls. Nine approved sports exist for boys and six approved sports for girls. A few girls have played on the boys varsity tennis team in the past. Boys Sports 1. Tackle football 2. Basketball 3. Wrestling 4. Cross country 5. Baseball 6. Track and field 7. Tennis 8. Golf 9. Swimming Girls Sports 1. Swimming 2. Volleyball 3. Gymnastics 4. Track and field 5. Tennis 6. Basketball

		INTRAMURAL	ORTS CLUBS AND EXTRAMURAL	INTERSCHOOL COMPETITION
H.	Ratio of male and female participants .	Approximately 5 boys for every 2 girls.	This is near equal with boys holding only a slight edge over a one to one ratio.	Approximately five or six boys to every two girls. This ratio is becoming more equal each year, however.
I.	Ratio of activities for boys and girls.	Approximately 3 for boys to every 2 for girls.	Again, this area is near equal.	Nine sports for boys and six for girls.
J.	Required as voluntary participation.	Voluntary	Voluntary	Voluntary
K.	Relationships of teaching, coaching, supervision, etc.	Usually conducted by professionally trained physical education professionals.	Usually conducted by a faculty member who has a particular interest in the activity or sport.	Usually conducted by professionally trained physical education professionals and coaches.
L.	Manner of recognition of success and types of awards.	Ribbons or homemade awards of little intrinsic value dominate. Some traveling trophies exist. Standings usually are posted where all students may see them.	Little is done on awards in this area. When recognition is given it is usually limited to ribbons or homemade awards.	Regional and state championships are declared. Large trophies are awarded to regional and state winners and runners up. These awards are presented to the team and the school, not individual players.
M.	Championships	Limited to within each school.	Limited usually to a local district, or in one area, like skiing, a state champion is declared and a large trophy is given.	Championship contests are promoted and conducted at the region and state level.
N.	Sponsorship	The school via the physical education department, in some instances the community school.	Individual faculty members by interest or assignment.	The school.
O.	Scholarships	None	None	None

	INTRAMURALS	SP[illegible] CLUBS AND [illegible]TRAMURALS	INTERSCHOOL COMPETITION
R. Allowing students to adjust their academic routine to their training schedule.	None	Occasionally the schedule of a gymnast, skier, or ballet dancer is adjusted for training commitments which are typically engaged in away from the school. This is very minimal and for the most part no allowance is sought or needed.	About one-half of Utah's high schools schedule athletics as a regular class period in the day. Rarely are academic schedules adjusted more than this practice.

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Health and Physical Education

PART I

CURRENT CONDITIONS IN PHYSICAL EDUCATION AND SPORT IN VIRGINIA SCHOOLS

A. PHYSICAL EDUCATION

In Virginia's public schools physical education is an integral part of the total educational program. As such, it must seek to contribute to the overall goals of the educational program.

Though these goals are often broadly conceived and include concern for the cognitive, affective and psychomotor domains, they should serve as guidelines for determining the physical education program offered in the elementary and secondary schools.

1. Aims and Objectives

Physical education activities which are properly planned and taught help to guide children, through successive stages, in developing organic strength and fitness, efficient and graceful body control and movement, interests and skills for wholesome use of leisure time, desirable social traits, and sound mental health. These become the general objectives to be sought by the schools as they incorporate physical education into the curriculum.

The specific objectives built around the characteristics and needs of children and youth are used as a guide in developing the physical education program. Both the specific objectives and the general objectives should be kept constantly in mind throughout all planning procedures. The specific objectives are:

(1) To help children improve their strength, endurance, flexibility, agility, coordination, sense of balance, and their knowledge and understanding of how these factors relate to life-long physical fitness.

(2) To develop progressively proficiency in the various physical education skills which will permit them to participate more fully in a variety of experiences.

(3) To improve mental health.

(4) To develop good posture and efficient body movement.

(5) To help children express themselves through movement.

(6) To develop good character traits, such as courage, self-control, courtesy, kindness, group loyalty, obedience, honesty, cooperation, and initiative.

(7) To develop an understanding of why it is important to observe rules which make for better and safer participation.

(8) To develop the ability to assume and carry out responsibilities.

(9) To develop the ability to enjoy group activities in which all members are working toward the same goals.

(10) To develop the proper attitude toward defeat and victory -- to accept success and defeat in a sportsmanlike way.

(11) To help children to find release from emotional tensions in ways which are personally and socially acceptable.

(12) To create in children a desire for the development of skills which will extend into leisure hours out of school and into adult life and which will result in wholesome associations and recreational values.

(13) To foster and maintain wholesome understandings and relations with members of the same and opposite sex.

(14) To develop qualities which are inherent in good leadership.

(15) To develop skills that lead to safe living and to practice safe and healthful habits of living.

(16) To help children realize the worth and dignity of the individual and to show consideration for the rights of others.

(17) To help children understand the importance of physical activity in their lives.

2. Structure, Organization, Administration

All schools have a definite responsibility for the health and physical well-being of children. This responsibility is established in part through statutory provisions relating to subjects required of every pupil who completes the course of study in any public school in Virginia.

Title 22, Chapter 12, Article 2, Section 22-237 of the 1950 *Code of Virginia* sets forth certain regulations pertaining to physical and health education as follows:

> "Physical and health education shall be emphasized throughout the course by proper lessons, drills, and physical exercises set up by the State Board."

Title 22, Chapter 12, Article 3, Section 22-243 of the 1950 *Code of Virginia* states:

> "All pupils, in all the public elementary and high schools of the State, shall receive as part of the education program such examinations, health instruction and physical training as shall be prescribed by the State Board and approved by the State Board of Health, in conformity with the provisions hereof."

In an effort to help schools carry out these responsibilities, two curriculum guides - Physical Education, Kindergarten Through Grade Seven and Physical Education for Virginia Secondary Schools has been prepared to serve as guides for instruction in physical education. Throughout the guides an attempt has been made to emphasize sequential treatment of content so that progress in physical education activities can be provided.

The Board of Education's standards for accrediting elementary schools (grades K-7) require that:

> "Each school shall provide appropriate activities and experiences to help children to participate daily in a balanced program of physical exercise."

At the elementary level the principal is responsible for providing for every child, including the handicapped, at least 30 minutes of physical education activities as an integral part of instructional experiences during the school day.

The standards for accrediting secondary schools require that three years of health and physical education shall be offered. A five-year secondary school giving credit for eighth-grade subjects must offer three units in health and physical education. The units are earned in grades 8, 9, and 10. A school not giving credit for eighth-grade subjects must offer health and physical education at this grade level in addition to two units in health and physical education in other grades.

As has been indicated health and physical education are offered in the same block of instructional time. At least 40 percent of the instructional time for health and physical education must be devoted to health education. In the majority of the schools, health and physical education are taught by the same teachers.

The local school boards are responsible for developing, implementing, administrating, and supervising the programs of physical education in their schools. The curriculum guides referred to previously were developed to assist administrators and teachers who are responsible for planning and developing the physical education offering.

Physical education is required in grades K-10. It may be offered as an elective in grades 11 and 12. More than 80 percent of Virginia's secondary schools offer an elective physical education course(s) for 11th- and/or 12th-grade students. Physical education is required in some of the colleges and universities.

Since the school is responsible for providing a program of physical education for all children, it has an obligation to pupils who need adapted physical education. There are many activities which the resourceful teacher should use in providing such experiences for boys and girls who are not able to participate in all vigorous activities. In such instances appropriate activities, selected in many cases with the guidance of a physician, will enable physically and mentally handicapped students to benefit from the experiences which they would be deprived of if they could not participate in a program of physical education adapted to their needs and capacities. It is desirable, when feasible, to include in the regular physical education classes those pupils who are in need of an adapted offering. This is recommended for the educable mentally retarded students.

Financial support for physical education programs is provided almost entirely by local school boards. The amount of support varies from one school division to another. There is no state support for physical education facilities, equipment, and supplies. Some schools have received under Title I of the Elementary and Secondary Education Act federal funds for equipment and for physical education teachers. Rhythmical records and books have been purchased with Title II funds. A few schools received funds from Title III for innovative programs of physical education.

3. Curriculum

As has been indicated, physical education is required in grades K-10; however, the curriculum is a matter of local determination. The curriculum guides suggest the types of activities and percentage of physical education time for the school year to be allotted each type of activity.

Elementary School
Suggested Percentage of Time

Types of Activities	Primary	Middle Elementary	Upper Elementary
Calisthenics..........	....	....	....
Creative Activities..	10	....	....
Games...............	30	35	35
Relays..............	10	10	10
Rhythms.............	30	30	30
Stunts and Testing...	20	25	25

Secondary School

BOYS

Activity	Total Percentage For Five Years	Total Number Of Days
Class Organization and Testing	9	50
Team Sports	35+	191
Gymnastics	13+	72
Rhythms	15	81
Individual and Dual Sports	27	146
Total Days		540

GIRLS

Activity	Total Percentage For Five Years	Total Number Of Days
Class Organization and Testing	9	50
Team Sports	30+	167
Gymnastics	13+	74
Rhythms	21	115
Individual and Dual Sports	23	134
Total Days		540

Until Title IX became law, very few schools in the State provided co-educational physical education. Boys and girls were scheduled in separate classes. As schools take steps to comply with the Title IX guidelines, the number of co-educational physical education classes are increasing.

Teachers are urged to develop through cooperative action a progressive, continuous, balanced, varied and flexible program of activities which will extend over the complete school experience of pupils and which will not overemphasize any one type of activity.

In Virginia there are very few away-from-school programs. Although there are a small number of school camps, they do not place special emphasis on physical education and sports. Physical education activities may be used only for recreational purposes.

As has been indicated before, whenever possible and practical physically and mentally handicapped students are included in regular physical education classes. The number of educable mentally retarded pupils who are being "mainstreamed" continues to increase. There are a few separate classes for the physically handicapped. There is no State prescribed curriculum of any of these classes for the physically and mentally handicapped.

5. Methods

Teaching methods in physical education are based on the same principles that govern good teaching in all subject matter fields. Efficient class procedures for the organization and handling of groups and efficient methods of instruction are of the utmost importance if maximum results are to be attained in terms of pupil progress and achievement. Some of the techniques and procedures which are used may be found in the curriculum guides prepared by the Health and Physical Education Service of the State Department of Education.

Continuous evaluation reveals "what is happening to children and teachers" as a result of their physical education experiences. It should reveal, as children progress through the elementary and the secondary schools, that they acquire new physical skills and demonstrate accomplishment and change in their behavior as a result of physical education. Teachers are urged to use various evaluative procedures in determining what has taken place in each student to cause a change in behavior and to measure the skills, attitudes, and knowledges which have been acquired. The evaluative procedures recommended are:

Objective measurement such as skill tests and knowledge tests. Some skill tests are included in the curriculum guide for grades K-7.

Subjective measurement - observation

Physical fitness test - The test used in Virginia's schools is the Youth Fitness Test developed by the American Alliance for Health, Physical Education, and Recreation.

6. Personnel

The number of special teachers in the elementary schools in the state has increased greatly during the past five years. However, in many of the schools the "self-contained" classroom teacher is responsible for teaching physical education. The specialist must be certified to teach at the elementary level.

At the secondary level all teachers must be certified to teach physical education and health. This provision will be changed when the requirement for separate endorsement for each field becomes effective. The average teacher-pupil ratio is 32 to 1.

7. Professional Preparation

The professional preparation of an elementary school classroom teacher must include six semester hours in health and physical education. "The six semester hours shall include instruction in safety, health, and physical education activities appropriate for the grade levels involved." The course most often taught is one on physical education in the elementary school.

The specialist at the elementary level or the physical education teacher at the secondary level may become endorsed to teach physical education or health and physical education. The physical education endorsement requirements which became effective July 1, 1975 state that:

"An applicant may qualify for endorsement in physical education by completing thirty-six semester hours as follows:

1. Scientific Background Area....................9 semester hours
   Shall include: human anatomy and physiology;
   and kinesiology.

2. General Theory in Physical Education.............12 semester hours
   Shall include: history and principles of physical education; administration of physical education; motor learning; adapted physical education; and measurement and evaluation in physical education.

3. Health and Safety Area............................3 semester hours
   Shall include: first aid and safety.

4. Physical Education Activities Area................12 semester hours
   Shall include: physical education for the elementary school including movement education, aquatics, gymnastics; individual and dual sports; team sports and games; rhythms and dance; and outdoor education.

NOTE: The student teaching experience shall be in the elementary and secondary schools. Persons desiring to teach at only the elementary or secondary level may do their student teaching at the level for which they desire to become endorsed."

Endorsement requirements which will become effective July 1, 1977 provide that:

"An applicant may qualify for endorsement in health and physical education by completing forty-two semester hours as follows:

1. Scientific Background Area........................9 semester hours
   Shall include: Human anatomy and physiology; and kinesiology.

2. General Theory in Health, Physical Education, and Safety Area.................................12 semester hours
   Shall include: history and principles of physical education; administration of physical education; motor learning; adapted physical education; and measurement and evaluation in health and physical education.

3. Health and Safety Education Area..................9 semester hours
   Shall include: personal and community health problems including drugs, smoking, nutrition, fitness, consumer health, environmental health, disease prevention, mental health, family living and sex education; first aid and safety; and the school health program (Health instruction, health services, healthful school environment).

4. Physical Education Activities Area..............12 semester hours
   Shall include: physical education for the
   elementary school including
   movement education; gymnastics;
   aquatics; individual and dual
   sports; team sports and games;
   rhythms and dance; and outdoor
   education.

NOTE: The student teaching experience shall be in the elementary and secondary schools. Persons desiring to be endorsed to teach at only the elementary or secondary level may do their student teaching at the level for which they desire to become endorsed."

Requirements of supervisory personnel are listed below:

Hold the Postgraduate Professional Certificate.

A minimum of 12 semester hours of graduate study is required in courses in supervision and related fields such as: curriculum development, school organization and administration, instructional procedures and materials, research techniques, the interpretation and use of tests, evaluation of instruction, and child growth and development.

Leadership qualities and personal characteristics necessary for working effectively with teachers, principals, and other adults.

A minimum of five years of recent and successful teaching experience.

Instructors at institutions of higher learning must hold at least a master's degree. Institutions encourage members of their physical education staff to obtain a doctorate. There is no distinction between the qualifications for the teaching of "activity" courses and "professional" courses.

In Virginia 21 institutions offer teacher preparation programs for physical education, including health education. Ten of these are state-supported institutions. The others are liberal arts colleges. Four years of preparation are required. The degree earned is usually the Bachelor of Science Degree. Many opportunities exist in Virginia for educational extension or advancement. This is important because life teaching certificates are not issued in Virginia. The periodic renewal or revival of certificates is intended to improve the teacher's knowledge of subjects taught in the public schools and to improve instructional practices. Many institutions offer summer courses leading to certificate renewal or advanced degrees. Teachers earning advanced degrees do receive a salary increase.

Institutions of higher learning do not require additional education for maintaining a position or rank; however, they require additional degrees for professorial rank.

8. Facilities and Equipment

During recent years indoor and outdoor facilities for physical education have been greatly improved in the elementary and secondary schools. Many of the elementary schools have gymnasiums, large playrooms, or multi-purpose rooms to be used as teaching stations for physical education. There are still some schools in which there are no indoor teaching stations for physical education. In such instances physical education is taught in the classroom when pupils cannot go outdoors.

All senior high schools have gymnasiums and most of them have stadiums. A few high schools have swimming pools which are used by elementary as well as high school students. Some pools operated by local recreation departments also are used by the public schools.

9. Research

The State Department of Education has received a grant for a needs assessment study which includes the psychomotor, the cognitive, and affective domains. The psychomotor needs assessment study is being done by the N. C. Kephart Glen Haven Achievement Center. Information from the completed study and the psychomotor screening instrument(s) will be included in the revised guide, Physical Education, Kindergarten Through Grade Seven.

Some local school divisions are conducting research with Title III, ESEA, funds. Four of these which involve pupils' motor development are being conducted in Bristol City, Chesterfield County, Fairfax County, and Richmond City.

10. Evaluation

The procedures followed in evaluating the program of physical education are described under "Methods." The results of the physical fitness tests are sent by the superintendent of schools to the Department of Education's Division of Educational Research and Statistics where they are compiled and a print-out is made for each school division. The print-outs are studied by the staff of the Health and Physical Education Service and a state summary is made. This summary and a print-out are sent to each school division and are used by staff members of the Service as they work with school personnel to improve physical education programs.

B. SPORTS IN THE SCHOOLS

School sports programs in Virginia are controlled by the Virginia High School League. This is a voluntary organization of principals of public high schools in the state which have an interscholastic sports program. Each member school is entitled to one vote on the legislative council, which serves as the League's policy-making body. The dues from the member schools are used to pay the salaries of an executive secretary and his staff who are hired to supervise the interscholastic program.

Policies relating to eligibility, insurance, scheduling, medical requirements, etc., are established by the Virginia High School League and are printed in a handbook which is given to each member school. The rules and regulations are monitored by the member schools working with the executive secretary and his staff. (A copy of the Virginia High School League handbook is being submitted.)

Public schools in Virginia are encouraged to offer intramural programs as part of the extracurricular activities for students. Many of the schools do provide this experience for students. The responsibility for these programs is vested in the local school divisions and programs are arranged in many different ways. In some instances the activities included in the intramural program complement skills that are being developed in the physical education program. In other cases the intramural program may consist of only one or two popular team sports during the year.

Intramural programs are limited by lack of local funds, facilities, and staff. Also, many students cannot participate in the activities because of distance they have to travel to and from school.

C. OUT-OF-SCHOOL SPORT

Out-of-school sports programs in local communities are sponsored by departments of recreation and/or local private and civic clubs and organizations. In the past, the activities were developed for boys but recently they were opened to girls.

Activities include football, basketball, soccer, baseball, softball, track and field, swimming, gymnastics, tennis, and volleyball.

The personnel charged with the responsibilities for these out-of-school sport programs consist primarily of volunteers. Personnel from recreation departments are available to schedule games, facilities, and officials.

Most of the facilities used are the gymnasiums, fields, and tennis courts belonging to elementary and secondary schools. Arrangements for the use of these facilities are made jointly by school authorities and sponsoring organizations. Also, utilized are fields, swimming pools, and tennis courts available in many public parks.

Equipment for activities is generally supplied by the local recreation department or sponsoring organization. In some activities, the individual participating may furnish his or her equipment.

The aims and objectives of the out-of-school sports programs especially those for the elementary school-age child do not always coincide with the philosophy of the State Department of Education. Although the programs may be designed for elementary-age children, many of the coaching techniques used are not suitable for this age group. Frequently, adults who are not qualified to coach, officiate, or administer first aid are given these responsibilities. Often over-emphasis on competition and winning creates an emotionally-charged climate. Many of the young participants are placed in situations of emotional and physical stress before their bodies have matured enough to withstand the stress.

The out-of-school sport programs are designed generally for local competition only. In some instances regional, state, and national competition is sponsored.

PART II

PROBLEMS, TRENDS, AND ISSUES

There is a move under way to separate health and physical education. If this move is successful, health education would be taught by a health educator. The separation of the two programs should result in the strengthening of both. A specific endorsement requirement for health education which became effective July 1, 1975 will enable the colleges and universities to prepare health educators.

The Title IX guidelines also will cause changes in physical education programs. Schools are beginning to schedule boys and girls together for physical education and will have co-educational physical education which previously has been almost non-existent.

With the emphasis on environmental education, schools are beginning to place more emphasis on skills related to the use of the outdoors. Programs are being expanded to include activities such as backpacking, angling, canoeing, swimming and water safety, camping, etc.

There has been a continuous increase in the number of schools offering an elective physical education program for 11th and 12th graders. These programs place emphasis on life-time sports. It is anticipated that this emphasis will continue.

Until recently there were no swimming pools in the public schools in the state. With the increased interest in swimming some school divisions have built pools and others are planning to add them. As a result of these developments, the number of schools teaching swimming probably will continue to increase.

The number of specialists teaching physical education in the elementary schools has increased greatly during the past 10 years. It is anticipated that, if funds are available, the number will continue to increase. With the addition of specialists has come a change in the physical education programs in elementary schools. For example, more attention is being given to movement education and perceptual motor activities.

APPENDIX D

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Supervisor, Physical Education and Recreation
Washington State Department of Public Instruction

Excerpts from the _Education Manual_ (legislative code) and the _Administrator's Handbook_, _State Elementary Physical Education Guide_ shall be taught in the English language: *Provided*, That nothing in this section shall preclude the teaching of students in a language other than English when such instruction will aid the educational advancement of the student. [1969 c 71 § 4. Like section formerly RCW 28.05.015.]

28A.05.030 Physical education in grades one through eight. For periods averaging at least twenty minutes in each school day, every pupil attending grades one through eight of the public schools shall receive instruction in such courses of physical education as prescribed by rule or regulation of the state board of education: *Provided*, That individual pupils or students may be excused on account of physical disability, religious belief or participation in directed athletics. [1969 1st ex.s. c 223 § 28A.05.030. Prior: 1919 c 89 § 1; RRS § 4682. Formerly RCW 28.05.030.]

Annotations: Power to provide for physical training. 68 ALR 871.

28A.05.040 Physical education in high schools. All high schools of the state shall emphasize the work of physical education, and carry into effect all such courses as required by rule or regulation of the state board of education, which shall provide for a minimum of ninety minutes in each school week: *Provided*, That individual students may be excused on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and tactics: *Provided further*, That individual high school students shall be excused therefrom upon the written request of parents or guardians. [1969 1st ex.s. c 223 § 28A.05.040. Prior: 1963 c 235 § 1, part; prior: (i) 1923 c 78 § 1, part; 1919 c 89 § 2, part; RRS § 4683, part (ii) 1919 c 89 § 5, part RRS § 4686, part. Formerly RCW 28.05.040, part.]

High school district has power to acquire and improve recreation site. Juntila v Everett School Dist. No. 24 (1934) 178 W 637, 35 P2d 78.

Attorney General: Expense of physical examination of students participating in physical education program, as a "necessary" expenditure. 57 OAG No. 138.

Physical examination of students participating in physical education program. 57 OAG No. 138.

Duty of care of directors in administration of physical education program. 57 OAG No. 138.

Excuse of students from physical education courses. 63 OAG No. 41.

28A.05.050 History and government in high schools. To promote good citizenship and a greater interest in and better understanding of our national and state institutions and system of government, the state board of education shall prescribe a one-year course of study in the history and government of the United States, and the equivalent of a one-semester course of study in the state of Washington's history and government. No person shall be graduated from high school without completing such courses of study:

ation of, the enumerated types of insurance for the regents or trustees, students and employees of the institution, and their dependents. Whenever funds shall be available for these purposes, the regents or trustees of any of the state's institutions of higher education may contribute toward the cost of such life, health, accident, disability and salary insurance, including hospitilization and medical aid, for the employees of their respective institutions and their dependents in an amount not to exceed ten dollars per month per employee covered. The premiums due on such liability insurance shall be borne by the university or college. The premiums due on such life, health, accident, or disability and salary insurance shall be borne by the assenting regent, trustee or student. [1969 1st ex.s. c 237 § 4; 1969 1st ex.s. c 223 § 28B.10.660. Prior: 1967 c 135 § 2, part; 1959 c 187 § 1, part. Formerly RCW 28.76.410, part.]

Attorney General: Medical liability insurance for school bus operation. 60 OAG 121.

Purchase of tax sheltered annuities for certified employees of the school district. 60 OAG 123.

28B.10.700 Physical education in curriculum of institutions of higher education. The state board for community college education, the boards of trustees of the state colleges, and the boards of regents of the state universities, with appreciation of the legislature's desire to emphasize physical education courses in their respective institutions, shall provide for the same, being cognizant of legislative guide lines put forth in RCW 28A.05.040 relating to physical education courses in high schools. [1969 1st ex.s. c 223 § 28B.10.700. Prior: 1963 c 235 § 1, part; prior: (i) 1923 c 78 § 1, part; 1919 c 89 § 2, part; RRS § 4683, part. (ii) 1919 c 89 § 5, part; RRS § 4686, part. Formerly RCW 28.05.040, part.]

High school district has power to acquire and improve recreation site. Juntila v Everett School Dist. No. 24 (1934) 178 W 637, 35 P2d 78.

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Physical examination of students participating in physical education program. 57 OAG No. 138.

Duty of care of directors in administration of physical education program. 57 OAG No. 138.

Excuse of students from physical education courses. 63 OAG No. 41.

28B.10.710 Washington state or Pacific Northwest history in curriculum of institutions of higher education. There shall be a one quarter or semester course in either Washington state history and government, or Pacific Northwest history and government in the curriculum of all teachers' colleges and teachers' courses in all institutions of higher education. No person shall be graduated from any of said schools without completing said course of study, unless otherwise determined by the state board of education. [1969 1st ex.s. c 223 § 28B.10.710. Prior: 1967 c 64 § 1, part; 1963 c 31 § 1,

Today's Physical Education

1. What is physical education?

Physical education is an integral part of the total educational program. As such it must seek to contribute to the overall goals of the educational program of which it is a part.* Physical education is no longer a respite from, but an opportunity for learning. No longer is it "little games and little dances for little people," but rather it is a program of planned movement experiences which makes a significant contribution to the growth, development, and learning potential of children.

2. Why is it essential?

Educators, parents, and the children themselves are beginning to realize the potential for [illegible]ning which is inherent in a well-planned [illegible]ical education program. Carried over from the "old days", and still accepted as unique and important, are the objectives of physiological development (fitness and skills) and neurological development (nervous system). However, modern physical education is more than that. It provides wide experience in movement so that each child may develop movement competency that is both adaptable and versatile. It provides opportunities for each child to develop a state of mental and emotional stability. Also, it provides various situations where all boys and girls are able to build positive self-expressions for their successful participation in a democratic society. Each child should have the opportunity to experience a sense of achievement and develop a satisfactory self image and self concept. He should undergo experiences in the learning processes of inquiry, discovery, and creativity. He should be placed in a learning atmosphere which provides opportunity for him to analyze, think, observe, discover, create, cooperate, and share. He should undergo movement experiences as an individual, with a partner, and as a contributing member of a group. He should experience such movement concepts as force, time, space, and flow. He should learn and be able to apply many word concepts and meanings such as stretch, curl, reach, twist, straight, bend, strong, weak, over, under, etc. He should in his movement experiences learn and reinforce such form concepts as curves, triangles, squares, diamonds, circles, semicircles, quarter or half turns, and others.

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* *Essentials of a Quality Elementary School Physical Education Program, AAHPER, 1971, page 1.*

Physical education should be an enjoyable experience. It must, however, also be physically challenging. With respect to the aspect of cardio-respiratory fitness, cardiologists are concerned that the physical experiences of children must be sufficiently long and challenging to the point that their bodies can be developed within the realm of their potential. It is felt that an inquisitive mind can function more efficiently in a sound body. Based on one's health, early experiences in a variety of physical activities is essential if a positive attitude towards participation is to become a part of adult life.

New directions

Changing educational and cultural forces have given a "new look" and new directions to today's elementary physical education program. In addition, there has been a tremendous surge of interest in delving for new approaches and new ways to bring out the potential that lies in this field.

Gone are the days where physical education was largely a recreative period, composed of games and sports, the purpose of which was mostly to relieve the tensions of study and provide a change of pace in the school day.

Renewed interest in the physical fitness objective occurred in the 1950's with the revealing statistics of the Kraus-Weber studies, wherein American children compared unfavorably with their European counterparts. Spawned from this was the President's Council on Physical Fitness and Sports, which is a potent force in the nation today, emphasizing a rugged, demanding program.

The new climate

Probably, the greatest change in physical education is the new educational climate that has been established in the teaching of physical education. The following statements represent the more important changes.

1. From a program which stresses activities to one that calls attention to the child as an individual.

2. From learning which takes place only in the classroom to one that takes place in the entire school, including the gymnasium and the playground.
3. From institutional content (what the school thinks is important) to learner content (what the learner thinks is important).
4. From teaching geared to one learning style to utilization of many teaching-learning styles.
5. From a program which establishes a uniform pace for all children to one which centers on the individual and his rate of progress.
6. From a "what" curriculum to a "why" curriculum.
7. From sporadic emphasis on ego development to a systematic approach to the development of the self-concept and cultural identity.
8. From an educational offering accountable to itself to one that is accountable to the consumer—students, parents, community.
9. From a program which is an end in itself to one that focuses on physical education as a means to an end—the total development of the child.
10. From one which labored in isolation to one which relates to other learning areas of the curriculum.
11. From standards which were arbitrary to one which focuses on success by assuring a learning environment in which each student can succeed, and by helping him perform well and feel good about his performance.

APPENDIX P

THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
WASHINGTON, D.C. 20201

31 December 1975

MEMORANDUM TO: Selected Physical Fitness Leaders in the U.S.

FROM : Executive Director, PCPFS

SUBJECT : Progress Report of the PCPFS

As the new year approaches, I am reminded once again of the contributions you continue to make to the national program of physical fitness and sports. Your most generous willingness to assist is appreciated and you can take justifiable pride in a number of the Council's accomplishments during 1975.

A summary report of the Council's more significant accomplishments during 1975 follows:

Decline in Fatal Heart Attacks

A study by the National Center for Health Statistics showed that the death rate from coronary heart disease fell 10.5% in the period from 1963-1971. The rate had risen 19% in the period from 1950-1963. Major private and government programs of public education about heart disease prevention have been cited as possible factors in this dramatic decline.

The American Heart Association, the American Medical Association and the PCPFS have been identified as leaders in advancing regular, vigorous exercise as one means of reducing the risk and the seriousness of heart attacks. The PCPFS launched its adult physical fitness advertising and information campaigns in 1963 when the decline in fatal heart attacks apparently began. Part of the Council's educational campaign is a series of medical symposia on Exercise and the Heart which are conducted in cooperation with the AHA, AMA, and/or state and local medical or heart associations. More than 1250 physicians and physical educators have participated in these sessions.

Fitness for Older Americans

On Friday, November 28, 1975, the President signed into law, The Older Americans Act in its revised form. The Act includes a statement on Fitness for Older Americans which encourages the development of services designed to assist older persons to obtain and maintain physical and medical well being through programs of regular physical activities and exercise.

As the result of recommendations of the PCPFS, the Administration on Aging provided a grant of $287,000 to the National Association for Human Development for a pilot project on Fitness for the Aging. This project is underway in cooperation with the PCPFS. Activities include the distribution of resource materials, a public information campaign and leadership training clinics. Two have been conducted and on January 23-24, 1976, a State and Regional Clinic will be held in Dallas, Texas.

The PCPFS has also sponsored state fitness clinics for older Americans in Charleston, South Carolina and Portland, Oregon.

Presidential Physical Fitness Award

In 1975, more than 15 million youth participated in the Physical Fitness Award program and over 400,000 won this coveted award.

Presidential Sports Award

More than 3 million participated in the Presidential Sports Award program in 40 popular participatory sports for adults and youth 15 and over.

National Health Plan

For the first time physical fitness has been given strong emphasis in the National Federal Health Strategy set forth in the Foward Plan of HEW. This position is based upon the conclusion that it is more productive to focus attention on the underlying causes of prevention than to solely concentrate on the diseases.

Physical Fitness/Sports Medicine Quarterly

Through the Council's direction, a Physical Fitness/ Sports Medicine Research Service is being organized and will become operational in 1976. A scientific committee composed of representatives of the American Medical Association, American College of Sports Medicine, National Library of Medicine, U. S. Olympic Committee and the PCPFS is determining types of information to be included in the bibliographic service. A Physical Fitness/Sports Medicine Digest will be available quarterly to physicians, physical educators, physical fitness personnel and athletic coaches on a subscription basis. It will be developed from over 2,300 of the world's research and professional journals in medicine and physiology.

For the past five years the PCPFS has published and distributed, free of charge, a Physical Fitness Research Digest to over 12,000 who have requested this service. Dr. H. Harrison Clarke, PCPFS Research Consultant, serves as the Editor.

Business and Industry

The American Association of Fitness Directors in Business and Industry (AAFDBI) held its first conference in Chicago last Fall. Peter J. Brown, Director of Health Fitness General Foods Corporation, is President of the AAFDBI. The association works closely with the Council in the promotion of quality programs of fitness in business and industry.

Regional Clinics on Physical Fitness and Sports

The PCPFS clinic program which was recently expanded to include emphasis on lifetime sports involved over 6,600 participants during 1975. Clinics were held in Long Beach, California; Ames, Iowa; Hartford, Connecticut; Toledo, Ohio; Newark, Delaware; and San Juan, Puerto Rico.

Over 120,000 athletes, coaches, physical educators, physicians, physical fitness personnel, and recreation leaders have participated in the Council clinics since the first was held in Sacramento, California in 1962.

Kellogg Company

A fitness brochure for high school boys and girls sponsored by the Kellogg Company in cooperation with the PCPFS will be given away free. It will include the basic elements of a comprehensive youth program with a special emphasis on the relationship between physical fitness and sports achievement. Kellogg will distribute the brochure to boys and girls in 15,000 high schools.

Bicentennial Exhibit

The Bi-Cen-Tex exhibit which is housed in the lobby of the new HEW building includes a PCPFS exhibit. It is a free-standing model, seven feet tall, pentagon in shape, and features a large heart model mounted in the middle of the pentagon. Large, clear, plastic windows depict various fitness activities which have a beneficial effect on the heart and vascular system. A low but audible heart sound, together with a synchronized, pulsating lighting effect gives the heart model an illusion of actually beating.

General Mills

Information on the Presidential Sports Award program, including instructions for obtaining log books and standards, has been incorporated in the design of Wheaties cereal boxes. The promotion is through the Wheaties Fitness Federation, a non-profit corporation dedicated to the promotion of physical fitness through active sports participation and good nutrition. It is part of a larger back-panel feature called

"Americans Have a Way of Keeping Fit." Featured are persons appearing in Sports Illustrated's "Faces in the Crowd" section. Their achievements and conditioning programs are described, and persons who want to emulate them are urged to participate in the PSA program. Wheaties is printing enough boxes for two months (several million). If the feature is popular, it will be continued for several months.

A series of physical fitness films featuring amateur athletes and their personal physical fitness programs have also been produced and are available free of charge to non-profit organizations.

Adult Fitness Survey Update

Two questions from the 1972 survey - those dealing with exercise and sports participation and the frequency of such participation - are included in the current national health survey. Results will be available next summer. The sample for this survey is 20,000 persons, which is five times the size of the first sample.

Prudential Insurance Company

Ahead of the Crowd is a 28-minute sound/color motion picture produced by the Prudential Insurance Company in cooperation with the PCPFS. It features ten outstanding athletes who carry the message of the extra effort they have put forth to get "ahead of the crowd." The film has a diversified target audience of both sexes from high school through adults. Of special interest in this film are the appearances of young Mary Decker, track; Kyle Rote,Jr., soccer; and Laura Baugh, professional golfer. Six-hundred copies of the print are available through Modern Talking Pictures on free loan. In addition, a four-color poster of ten athletes and a teacher's discussion guide will be sent to schools in advance of bookings.

I am sure that you have learned through the physical fitness Newsletter and by communication with the members of our staff of the many activities in which we are engaged. Much has been done but there is so much left to do. With the onslaught of problems created by our modern lifestyle, urban growth, and public apathy, sometimes we have to run awfully fast to stay in the same place. The following are some of the significant problems which we face today:

- 50 million adult Americans (total 110 million) never engage in physical activity for exercise
- older, poor and less educated Americans frequently have little understanding of the contributions exercise can make to health performance or the quality of life
- millions of Americans still are willing victims of get-fit-quick schemes which promise fitness in a few minutes a day or (30 minutes per week) without sweat or strain
- the average elementary pupil watches TV longer than his total time spent in instruction and academic preparation
- the nation is debited with well over 100,000 tons of fat
- the American Medical Association estimated that one third of all American children are overweight
- the performances of the youth on the National Physical Fitness Tests have not improved since 1965 and in the opinion of the Council the fitness levels at that time were very poor
- today the typical American girl physically peeks at 13 or 14.
- Education's continuing financial crisis and trends away from required subjects have resulted in a sharp decrease in physical education in our schools. Supervisors who represent a significant force in quality physical education instruction are disappearing. The State Director of Health, Physical Education and Recreation in a large western state reported yesterday that he had just surveyed the status of supervision in the 20 largest school districts and found that eight districts had discontinued the position of supervisor of physical education and of the remainder, six had reduced physical education

> supervision responsibilities to half time. You can imagine how distressful this information is to us because the plain fact of the matter is that the most direct and positive means of improving the physical fitness of Americans is to have sound programs of daily physical education under qualified leaders and supervisors at all educational levels.

During the coming year, in which we recognize our Bicentennial, I want to again encourage you to let us know what you feel we should be doing within our resources. Please also give us any criticism and constructive proposals which you feel are in order.

Best wishes for a fit and productive 1976!

Casey

C. Carson Conrad
Executive Director

President's Council on Physical Fitness and Sports
Washington, D.C. 20201 12/31/75

PROJECT: PROJECT ADVENTURE

• description

PROJECT ADVENTURE was designed to add an experience base to a standard high school curriculum. It recognizes that, for many students, learning is essentially a passive process with little opportunity in the real world to take responsible action or to test the verbal abstractions of the classroom. It represents a combination of Outward Bound techniques and philosophy, plus a humanistic group-process approach to learning and teaching. The general approach encourages small groups of students to learn by actually working on specific reality-based tasks or problems. The role of the teacher becomes that of stating the problems and limitations so that students take responsibility for finding solutions.

The project supports a wide variety of teaching and learning styles. The approach is generally designed to involve students actively in learning situations that are often demanding, usually require cooperative effort, and are based on problem-solving experiences.

• target audience

Primary focus has been high school (all ability levels) but four middle schools have enjoyed success and parts have been adapted to paratherapeutic summer-camp situations and upper elementary grades.

• materials used

Units, available at low cost, are usable in a number of curriculum areas such as English, art, and physical education. Each curricular unit can be adopted and/or adapted singly. The process itself can be adopted without purchasing any materials.

• descriptors

physical education
environmental education
group counseling
Outward Bound
experimental curriculum.

• financial requirement

Exclusive of training, cost per learner for the physical education and academic curriculum is approximately $5.00 the first year. Continuing costs will run as low as $2.00 if the program is not expanded. Training costs, which vary according to need, are normally considered an essential ingredient. If the physical education program alone is implemented, initial equipment may run from $1,000.00 to $1,500.00.

• program evaluation

Evaluation data show that participation in Project Adventure activities has significantly increased students' self-concepts, levels of achievement, motivation, and (for the physical education course) physical functioning on five out of six measures. Students and their parents tended to recognize growing self-confidence and more active involvement in available activities as outcomes of the project.

ADOPTION CRITERIA:

General Criteria: Project staff are interested in locating interested, enthusiastic, and capable teachers ready for an action approach. They seek administrations willing to support "adventure curriculum" finanically and structurally by providing flexibility in scheduling and openness to teaching styles. Teachers should be interested in an interdisciplinary approach.

Staffing: May be implemented without special staff. After training, regular classroom teachers can teach "adventure curriculum". It is often helpful, but not necessary, for some of the teachers to attend Outward Bound. Installation involving many teachers, courses, and programs may require coordination, especially if a school buys outdoor equipment.

Facilities/Installation: Facilities required depend on what aspects are adopted and how creative and resourceful potential adopters are. Whereas some resources would be best (a wooded area), other areas can be substituted (regular playing fields). Similarly, equipment costs will depend on which aspects are implemented. The need for outdoor gear depends on the degree to which the outdoor "adventure curriculum" is adopted. Building a rope course is an essential part of the physical education program.

Training: Attendance at workshops is essential to exploring and understanding the process. Generally a core group of teachers are trained at a one-week session; and follow-up workshops of 1 to 3 days may be held for other faculty and adopter schools or to build rope course facilities. Training may run from one day to several weeks, depending on the extent of implementation. Training may also be adapted to fit the needs of the adoption site.

ADOPTION SERVICES:

- **training materials**

  Awareness brochure, program description, and materials description available at no cost. Audiovisual presentation available - rental ($10.00), purchase ($100.00). Academic curriculum available moderate cost.

- **demonstration/visitation**

  Visits are scheduled one day each month. Confirmation of visitors required one week in advance. Adopter sites can be visited with two weeks' notice. Contact D/D.

- **training capability**

  Training is designed to meet each adopting district's needs. Adopters may choose among alternative formats or work with project staff to develop a format specific to their planned program.

CONTACT:

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Development Begun:	7/71
USOE DRP Approval:	6/74
Diffusion Start:	7/74

APPENDIX R

United States of America File

This list is a file classification without detail of contents. The file is back-up materials for the report and will serve for additional information.

File #1 - U.S. Government Publications

File #2 - Society of State Directors of Health, Physical Education and Recreation

File #3a - Alabama Department of Education

File #3b - California Department of Education

File #3c - Florida Department of Education

File #3d - Kansas Department of Education

File #3e - Minnesota Department of Education

File #3f - New York Department of Education

File #3g - Utah Department of Education

File #3h - Virginia Department of Education

File #3i - Washington Department of Education

File #3j - Michigan Department of Education

File #3k - New Hampshire Department of Education

File #4 - American Alliance for Health, Physical Education and Recreation

File #5 - Special Education and Adapted Physical Education

File #6 - President's Council on Physical Fitenss and Sports

File #7 - Research

File #8 - Sports Organizations

File #9 - Brigham Young University

File #10 - Springfield College

File #11 - Washington State University